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# REPORT

OF THE

# **COMMISSIONER OF EDUCATION**

FOR

# PORTO RICO

TO THE

SECRETARY OF THE INTERIOR, U.S. A.,

FOR

THE FISCAL YEAR ENDED JUNE 30, 1906.

Ports Ross Dept of education



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1907.

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Department of the Interior, Washington, December 3, 1906.

Sir: In compliance with the requirements of section 25 of the act of Congress entitled "An act temporarily to provide revenues and a civil government for Porto Rico, and for other purposes," approved April 12, 1900 (31 Stat. L., 82), I have the honor to transmit herewith the report of the commissioner of education for Porto Rico for the fiscal year ended June 30, 1906.

Very respectfully,

E. A. HITCHCOCK, Secretary.

The President of the United States Senate.

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## LETTER OF TRANSMITTAL.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 24, 1906.

Sir: I have the honor to transmit herewith, through his excellency the governor of Porto Rico, my annual report for the fiscal year ended June 30, 1906 (31 Stat. L., 17), entitled "An act to provide revenue and civil government for Porto Rico, and for other purposes," and also in pursuance of section 130 of the political code of Porto Rico, approved March 12, 1902.

The statistical data presented in this report relate to the year ended June 30, 1906, but in accordance with established custom, the text treats of all matters of interest in connection with the schools of Porto Rico which may have occurred up to September 1, 1906.

In conformity with instructions, I have the honor to present herewith the following summary of statistics of schools in Porto Rico for the school year 1905-6.

Summary of statistics of schools in Porto Rico for the school year 1905-6.

1. Number of pupils actually enrolled in all schools, including special schools:	
White— Males	30, 259
Females	20, 567
Total	50, 826
Colored—	
Males	10, 516
Females	7, 486
Total	18, 002
White and colored—	
Males	40, 775
Females	28, 053
Total	68, 828
Reenrollments, or duplicates	6, 894
Total number of different pupils actually enrolled in the special	0.04
schools Total number of different pupils actually enrolled in the com-	8, 047
mon schools	60, 781
2. Average daily attendance during the year, for the whole island,	•
in the common schools	41, 802. 40
R. Average number of days each school was actually kept:  Common schools	159
Special schools	152

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4. Maximum number of buildings in use for schools during the year	
(town, 142; rural, 488; agricultural, 11)	641
5. Estimated value of all insular school buildings a	\$484, 072. 32
6. Number of pupils enrolled in public high schools	\$08, 171, 65 144
or realmost of pupils curoned in public high schools	144
7. Total number of different teachers employed in the common schools at the end of the year:  White—	
Males	552
Females	408
Total	960
Colored—	
Males	58
Females	44
Total	102
=	
White and colored—	
Males	610
Females	452
Total	1, 062
Total number of different teachers employed in the special	
schools at end of year	130
Total number of different teachers employed in all schools at	190
end of yearend of year	1, 192
=	= 1, 10 <b>2</b>
8. Monthly salary of teachers, as fixed by law during the year $1905-6$ , has been as follows:	
Rural teachers—	
Second class	\$30.00
Third classGraded teachers and teachers of English—	25. 00
Second class	50, 00
Third class	45. 00
Principal teachers—	40.00
Second class	75.00
Third class	70.00
To all of which amounts are added allowances for house	
rent, as follows:	0.01
Rural teachers, not less than \$3 nor more than	8. 00
Graded, principal, and special-work teachers, not less than \$10 nor more than	15 00
9. Total expenditures for school purposes, 1905–6:	15.00
By insular government	629, 698. 53
By local government	260, 815. 70
Total	890, 514. 23

In the report herewith presented it has been my aim to present as nearly as possible a complete picture of our school system and its administration. In an administrative sense the past year has been one of many changes. Persons and methods have changed, and the work of the office has been largely reorganized. These changes,

b Special teachers as per special contract.

a Including entire expenditure made by the insular government, under direction of the department of education, in connection with the acquisition of property and with the erection of school buildings since the establishment of civil government.

which I have endeavored to set forth as briefly as possible, have somewhat increased our purely administrative work, but have had a rich reward in greater efficiency throughout all of our activities.

Yet the great work of education in Porto Rico remains undone. The task of furnishing an elementary education to all the growing children of the island can not be successfully coped with until the resources at the disposal of the school authorities are largely in-This is the ever present educational problem. time it is receiving only a partial solution. Some of the children are being educated—in my last report I estimated the number at about one-half—and our immediate concern has been that this number be increased as much as possible within the limits of our equipment and resources. Thanks to the untiring efforts of all concerned, much has been accomplished in this direction. Nor are we unmindful of the improvement of quality as well as the increase in quantity. is believed that a study of the report herewith presented will carry the conviction that progress has been made. Inasmuch as the key to progress is an accurate knowledge of conditions. I have endeavored to present a detailed study of conditions in our schools. end the statistical service has been completely overhauled.

The tables presented are not mere formal appendixes, but an integral part and portion of the report. The analysis of conditions in the schools as revealed in the statistical tables has been made the central point in our treatment of the schools. The conclusions to which they give rise are studied in this report with reference to the island as a whole, but the data given in the tables will permit a similar analysis for the several districts and towns into which it is divided. They are commended to the careful consideration of those who would inform themselves upon the educational conditions pre-

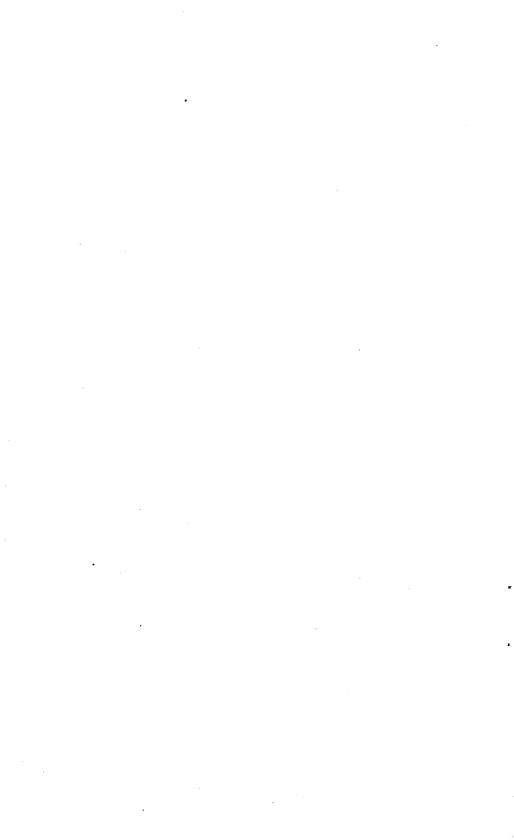
vailing throughout the island.

Whatever good results may have been obtained in the educational work of the island are due in large measure to the uniform interest and support of the chief executive of the island, Hon. Beekman Winthrop; to cordial and helpful relations with the other executive officers, and to the loyal and devoted service of the assistant commissioner, office force, district superintendents, and teachers of the island, to all of whom grateful acknowledgment is hereby made.

Very respectfully.

ROLAND P. FALKNER, Commissioner of Education.

The Secretary of the Interior, Washington, D. C.



# REPORT OF THE COMMISSIONER OF EDUCATION OF PORTO RICO.

Progress in educational matters has been uninterrupted since the establishment of civil government in Porto Rico in 1900. At first there was a rapid increase in the number of schools and with it in the number of children enjoying an education. Later, with comparatively stationary appropriations, this rapid expansion has given place to a more quiet and unobtrusive development marked by greater thoroughness in detail and greater intensity of effort. The changes involved in such a movement are individually apparently insignificant; collectively they may constitute almost a transformation of

the system.

Only by a very elaborate description of the present system of schools and school administration including comparisons with former conditions could the whole import of these many and gradual changes be made manifest. Such a description would exceed the limits set for an annual report. But we may consider the events of the year not as isolated facts but in their relation to the existing educational system, thus obtaining a better idea of their significance and at the same time a survey of the system as a whole. Instead of discussing matters touched upon in this report in the order of their relative importance, they will be given the place which belongs to them in the system of school administration and schools already established. An incidental notice of those features of the schools and their administration which do not call for special treatment this year will aid in forming a complete picture of our school system.

#### OFFICE ORGANIZATION.

The organization of the central office was modified on July 1, 1905, by changes introduced in the system of disbursements. By the creation of the office of disbursements in the treasury department and the appointment of the disbursing officer of Porto Rico the division of disbursements and accounts heretofore existing in the department of education was done away with. This division had made all disbursements for the department, had prepared all vouchers for payment, had kept all accounts of the department, and in addition had exercised supervision over the accounts of school boards. Disbursements proper passed into the hands of the treasury department, but the remaining duties of the division remained with the department of education. They were merged with the division of property and supplies, which, beginning July 1, 1905, took the name of division of property and accounts.

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There have been no other changes in the organization of the office, but there were important changes in the personnel. In February Mr. Leonard P. Ayres, at that time superintendent of the San Juan district, was appointed chief of the division of supervision and statistics, vice L. R. Sawyer, resigned, and in May Mr. R. R. Lutz, then superintendent of the Ponce district, took charge of the division of records, vice Mr. A. F. Martinez, resigned. These promotions were richly deserved, and have, it is believed, strengthened the office force by bringing into it men of large experience in the field work of the department and intimately acquainted with the needs of the schools. In May also the chief of the division of school extension, Mr. A. M. Lyons, took a prolonged leave of absence, and his place has been temporarily filled by the appointment of Mr. L. D. Lindsley.

### APPOINTMENTS, ETC.

Office of the assistant commissioner.—The assistant commissioner shares with the commissioner the general duties of directing the entire system of school administration. He assumes general charge of the office when the commissioner is traveling in the island on official duty or on leave of absence, and relieves the commissioner to a large extent of routine duties when the latter is occupied with his legislative duties as a member of the executive council. In addition to these general duties the assistant commissioner is especially charged with the appointment of American teachers and with supervision over scholarship pupils.

#### AMERICAN TEACHERS.

During the school year 1905-6 there were employed in the department of education 158 American teachers. Of this number 127 have served as teachers of English or grade teachers, 25 as teachers in high or industrial schools, and 6 as special teachers of drawing and music in the common schools.

Although many of these teachers have had to work under difficult conditions their work has been uniformly satisfactory, and to their conscientious labors we owe much of the success of our schools as a whole. Since the beginning of the present system there has been a constant advance in the professional standard required of our American teachers, until at the present time we have a corps whose standing in every way is equal, if not superior, to that of any similar body of teachers in the United States.

The law provides that "teachers of English shall be graduates of a first-class high school, normal school, college, or university, or a teacher of extended experience holding a high-grade certificate from some State of the United States, or they shall pass an examination in the English language, including writing, spelling, reading and grammar, arithmetic, geography, history of the United States, physiology, and methods of teaching." Of the 158 licenses granted to American teachers for the past year 42 were based upon diplomas of graduation from American colleges or universities, 42 upon diplomas from normal schools, 50 upon diplomas from high schools, 17 upon State certificates, and 7 upon examination. Besides the 84

teachers who were graduates of colleges or normal schools, no less than 35 others had either college or normal school training in addition to their other qualifications.

Our teachers come from all sections of the Union, as is indicated by the following tables, showing the number of teachers from each of the States named:

New York	39	New Jersey	3
Massachusetts	29	Wisconsin	3
Pennsylvania	16	Connecticut	2
Ohio	11	Illinois	<b>2</b>
Indiana	8	Missouri	<b>2</b>
Maine	5	Tennessee	2
Michigan	4	West Virginia	<b>2</b>
Nebraska	4	Alabama	1
Vermont	4	Arizona	1
Delaware	3	Kentucky	1
District of Columbia	3	Oklahoma	1
Idaho	3	Rhode Island	1
Kansas	3	Virginia	1
New Hampshire	3	_	

The increasing prominence given to English in our public schools in the past few years has made the careful selection of American teachers more than ever an essential factor of success. The assistant commissioner has devoted a large share of his time to this work. All applications received are systematically investigated, and only a surprisingly small proportion of the applicants prove to be satisfactory. Our teachers must possess a good education, but this is the simplest requirement and the one most readily met. More than that, they must be physically and mentally strong and of unimpeachable moral character. They must be prepared to accommodate themselves to new and ofttimes most perplexing situations and to meet with tact and good judgment the difficulties which are certain to arise. must rapidly acquire a knowledge of the Spanish language, not particularly for use in the schoolroom, but that they may make more or less intimate acquaintance with the people among whom they are to live. No qualification of a good teacher in any part of the world can be overlooked here. The fact that we look to our teaching force for recruits for our corps of superintendents and for other higher positions is an additional reason for demanding the highest qualifications.

So important is the problem of selection of American teachers considered that it was deemed advisable that the assistant commissioner should visit the United States during the spring months of the past year for the purpose of visiting colleges and normal schools and personally selecting new teachers for our work. This trip having been authorized by the governor of Porto Rico, the assistant commissioner visited thirty or more colleges and normal schools in New England and in the Central States, delivering addresses to students and interviewing candidates for positions in Porto Rico. The result of this trip seems to have been entirely satisfactory, about 50 new

teachers having been engaged for the coming year.

The regular work of the American teachers has been giving instruction in the English language to the pupils and teachers of the graded schools. The method followed has been to assign to each group of graded schools a teacher of English as a special teacher to

visit each of the various rooms for one period of each school day. During the past two years it has been found possible to give a large part of the instruction in the English language, and many of the Porto Rican teachers have qualified to teach in that language. This has rendered it possible to change somewhat the character of the work of the American teachers, and during the past year a large number of them have served as grade teachers, teaching the upper grades in English.

At the present time practically all the higher grades in at least the larger towns of the island are receiving instruction entirely in English, the classes being taught either by American teachers or by specially qualified Porto Rican teachers working with the assistance of the American teachers of English. In the smaller towns it has not yet been possible to make this change, and there the work of the American teachers continues to be that of special teacher of English.

The American teachers employed in the high and industrial schools and as special teachers of music and drawing work in exactly the same way as do teachers holding similar positions in the United States. Practically every one of these teachers was originally appointed as a teacher of English and before being promoted to the higher position has had a successful experience in lower grade work.

It is unfortunate that the department is unable to offer higher salaries to teachers who possess the qualifications which we require. In accordance with the law, the salary paid to teachers of English during their first year's service amounts to \$540 for the school year. For the second year the salary may be increased to \$630 for the school year, but no further increase is possible. Many of our best teachers remain no more than two years, since experienced teachers who are so well qualified for advanced work are usually able to obtain higher salaries in the States. The majority of those who remain with us longer than two years are influenced by some other consideration than the salary; many of them are held by the natural charm of the island and the opportunity to work in a place where results are so readily seen and appreciated. Life in a tropical country appeals to many, and some who have a special interest in the Spanish language are willing to remain for the sake of perfecting their knowledge of that tongue.

### GOVERNMENT BENEFICIARIES.

In accordance with two separate provisions of the school law, the government of Porto Rico is maintaining in the United States 45 students who are being educated in various schools and colleges. Under what is commonly known as "House bill 35" 25 young men are receiving professional education. The first of these pupils were sent five years ago and provision was made for five years' study. With very few exceptions, these young men were not prepared to begin secondary study, and few of them were able to complete their preparatory work and a professional course within the period of five years. The legislature, recognizing the necessity of allowing these students sufficient time to complete their courses, at its last session passed an act authorizing an extension of the time of those students whose work had been satisfactory, but who would be unable to finish within the prescribed period. In accordance with this act, the schol-

arships of 9 young men were extended for one year. Three young men, Alejandro Ruiz Soler, of Quebradillas; Leopoldo Mercader, of Aguadilla, and Herminio Irizarry, of San German, finished their courses this year, graduating from the University of Maryland, Lehigh University, and the Massachusetts Institute of Technology, respectively. One student who failed to graduate was not granted an extension of time. One other student resigned his scholarship at the close of the school year. The commission charged with the execution of this section of the law decided to grant scholarships in the future only to applicants who might be already sufficiently well prepared to enable them to complete a professional course within the allotted five years. To fill the vacancies for the coming year the commission has appointed Carlos Kehrhahn, graduate of the Central High School of Porto Rico, San Juan; Antonio Mayoral, jr., Antonio S. Otero, Juan Dïaz, and Gil Velázquez, graduates of the Ponce High School.

Under what is known as "Council bill 12," 10 young men and 10 young women are being given an education in industrial arts and trades. The time allowed these students is four years, and of those originally appointed nearly all finished their course one year ago. The following-named 7 young men and 10 young women were appointed under this law and are now studying in Tuskegee Normal

and Industrial Institute, Alabama:

Isidro Alonso Colón, Guayama; Salvador Barea, San Germán; Pedro Concepción, Fajardo; Tomás Montes Rivera, Arecibo; Eduardo Rodríguez Dávila, Yabucoa; Andrés Tirado, Coamo; Onofre Torres, Aibonito; Victoria Altiery, Mayaguez; Juana Colón Celis, Naguabo; Micaela Ellis, Ciales; Ignacia Esturio Sánchez, San Juan; Petra Guzmán, Yauco; Monserrate Mercado, Ponce; Asunción Rivera, Juana Díaz; Rafaela Rosa Piñero, Caguas; Agripina Vergas, Bayamón; Ana Velardo, Aguadilla.

In the legislative session of 1903 an act was passed providing for 28 scholarships in the Insular Normal School at Río Piedras, to be granted upon examination to four candidates in each of the seven electoral districts of the island. During the first year, because of the lack of suitable candidates, only 25 scholarships were granted, the total number of 28 not being filled until the following year. The law providing for these scholarships was amended by the legislative assembly of 1906. Scholarships are granted for two years only, at the end of which time students may receive the elementary certificate of the normal school, but the commissioner of education is authorized to select 10 students who have satisfactorily completed two years' work and to extend their scholarships until they have completed the four years' course.

Of the students originally granted scholarships, one only, María M. Castro, of Mayaguez, has completed the four years' course, graduating in June, 1906. Twenty-three have received the elementary certificate granted at the completion of the two years' course. At the present time 6 have been in attendance at the normal school three years and have been reappointed for another year; one student has attended two years and has been appointed for two years more; 13 students have finished the first year's work and are about to enter upon their second year, while 8 students have been newly appointed

for a two years' course.

### LICENSES, ALLOTMENTS, ETC.

#### REPORT OF CHIEF OF DIVISION OF RECORDS.

The secretary's office is charged with the issue of teachers' licenses and certificates, the appointment of members of school boards when vacancies occur, the allotment of schools to the various municipalities, and the approval of appointments proposed by the local school boards. This office handles all mail received, and is custodian of the correspondence files of the department.

#### LICENSES.

Licenses are issued originally upon the results of examinations held by the department or upon presentation of diplomas. Graduates of the normal school of Porto Rico, both in the elementary course of two years and the full course of four years, are entitled, when they have the age required by law, to receive licenses as graded teachers. If too young to be granted this grade they receive rural licenses. There is no provision permitting the issue of a teacher's license without examination to the graduate of the high schools of Porto Rico. In case of Porto Rican graduates of normal schools in the United States the department has authority to issue a rural but not a graded license. One year's experience in the schools of Porto Rico is required before a graded license can be issued. This should be corrected by legislation, placing graduates of accredited normal schools in the United States upon the same basis as those of the normal school of Porto Rico.

A large number of licenses are issued annually as renewals of older licenses. District superintendents report annually upon the work of the teachers and make recommendation as to renewal and the term thereof. If the recommendation is against the issue of a renewal, the case is carefully examined in the light of the past record of the teacher before a decision is reached by the department. The

number of adverse reports diminishes from year to year.

.....

Superintendents also recommend the term of years for which licenses should be extended. It is to be regretted that there should be so much diversity in these recommendations. While the idea of having licenses valid for a term of years seems a suitable one, and one adapted to stimulate teachers to their best efforts, it is very dubious whether its actual results are beneficial. In the first place. it is subject to the objection already noted, that different superintendents judge the work with different degrees of rigor, and the duration of the license appears to be less the result of excellence in school work than of leniency in the judgment of the superintendent. Again, while the desire for a long-term license may often stimulate to effort, its possession may have the opposite result. Teachers who do their work faithfully and well are surer of their position with one-year licenses than those with longer licenses and a disposition to shirk. It would greatly lighten the work of the department and work no injury whatever to the teachers if licenses were to be renewed for one year only.

#### SCHOOL BOARDS.

The local school boards are elected every two years. The position is one of honor and carries no salary. Those elected to the position oftentimes fail to qualify by taking the necessary oath of office, or, if they do so, frequently resign after a comparatively short period of service. When such vacancies occur or when they are created by the removal of the members of the school boards, the law requires that their successors be appointed by the commissioner of education, care being taken that the persons appointed shall be members of the same political party as those whom they replace. The work of filling these vacancies is considerable, though the result is in a great many cases to secure school boards better disposed to work in harmony with the department.

#### ALLOTMENTS.

It is made by law the duty of the commissioner of education to fix the number of schools to be opened in each school district. Greater attention has been given to the allotment for the coming school year than ever before.

The allotment of schools can not be made in accordance with any one guiding principle. Unquestionably the most logical basis upon which to determine the number of schools for the different localities would be the population of the several districts. This must always be one of the principal considerations, but it can not be the exclusive one, as the cost of supporting the schools falls in part upon the local authorities. There are towns in the island which are very populous, but which at the same time are very poor and wholly unable to support the schools to which their population would seem to entitle them. On the other hand, there are communities relatively sparse in population but rich in resources and amply able to build and provide for a larger number of schools than their population would warrant in comparison with the whole number of schools to be al-The allotment of schools in the aggregate must be inferior to the educational needs of the island so long as the available appropriations are not greatly increased. The amount of the appropriation determines approximately the aggregate number of teachers who can be employed. It then becomes the question to distribute them equitably among the different localities. Up to the present time the department has had little information, except of the most general kind, as to the resources of the different localities, and has been unable to distribute the schools with any reference to the ability of the towns to support them.

With the system of school-board accounting now in vogue it has been possible to make a more careful study of this aspect of the question of school allotment. The number of schools allotted to each district is a pretty fair test of the expenditures which will be locally necessary. Each teacher receives from the school board a certain sum annually in lieu of house rent, and there must needs be as many schoolrooms, generally rented for the purpose, as there are teachers. These two elements, which rise and fall with the number of teachers assigned, constitute the great bulk of the local expenditures for

schools. An effort has been made in the present year to keep the expenditures for these two objects in a normal and natural relation to the school-board income by carefully fixing the number of teachers to be assigned. The necessity for this measure arose in determining the assignment of teachers to the school boards in the disannexed municipalities which came into existence on July 1, 1906, and also in the districts from which these new municipalities were subtracted. Several of the new towns now on an independent basis have received a less number of schools than was granted to them when they were annexed to other municipalities. Applying the principle above set forth generally to the towns in the island, it was found necessary to reduce the allotment in some of the older towns not affected by the creation of new municipalities. The measure has seemed harsh and has given rise to no inconsiderable protest. Its purpose has, however, been in all cases very clearly explained, and it is believed that good results will follow the new distribution.

The department has proceeded in this matter on the principle that effective school work could not be done where the schools were inadequately equipped and where the local school boards were deeply involved in debt with school-teachers and householders clamoring for the money due them. A healthy condition of the local finances is an indispensable requisite to good work in the schools. In making the allotment for the coming year the number of schools in the island as a whole has been somewhat increased, though in particular dis-

tricts there may have been a diminution.

As before indicated, the necessity for such action lies in the charges imposed by law upon the local school boards, especially in the matter of paying house rent to teachers. The minimum house rent is \$3 a month for rural teachers and \$10 a month for graded teachers. If the smaller interior towns are to have graded teachers, from a certain point of view house rent is too high and should be reduced. Under present conditions there are more graded teachers than places for them, and there should be no difficulty in securing, even in the less desirable localitites, graded teachers who would accept from the boards a house rent inferior to \$10. If the house rent of teachers be considered not as an addition to the teacher's salary, but, as it really pretends to be, a compensation in lieu of house rent, it may safely be inferred that in many of the smaller towns of the island the sum of \$10 is considerably in excess of what need be paid as rent for a house, and this reduction could be defended on this ground.

In his annual report the chief of the division of records, Mr. R. R. Lutz, calls attention to the issue of licenses to teachers. By a careful organization the certificates were written, signed, and forwarded to superintendents three days before the end of the school year, much earlier than in former years. Licenses were issued to all teachers except those holding three-year licenses issued in 1904 or two or three year licenses issued in 1905. The law of 1904 provided that a license issued in that year for two or three years would insure to the holder the right of appointment to a school of the same grade in the same town as that in which he was employed at the time the license was issued. This provision of law has been a source of considerable vexation and friction, especially with the new boards established by a recent law of the legislature in the disannexed towns who

were unfamiliar with its provisions and unwilling to abide by them.

Licenses subsequently issued do not confer this right.

Prior to the year 1903-4 licenses were renewed for a period of one year only. In the spring of 1904 renewals were made for two and three years in a large number of cases upon a basis of the year's work of the teacher as it appeared in the records of the department. It is probable that there was too much indulgence in the issue of these certificates, since some cases, at least, have arisen where it has been necessary to prefer charges of incompetence against teachers holding these long-term licenses.

In the years 1904-5 and 1905-6 superintendents were called upon to make recommendations as to the number of years for which licenses should be renewed. In the absence of complete records in available form the department has relied almost exclusively upon these recommendations, with the exception of those cases when the superintendent recommended a nonrenewal or cancellation of the licenses. In all such cases a thorough examination of the whole record of the teacher was made, and in some cases the recommendation of the superintendent was disapproved. But records are not so accessible that we could test the propriety of recommendations as to the duration of certificates without infinite labor and vexation.

A tabular statement of the recommendations made from the several districts shows a marked diversity, which demonstrates clearly that absolute reliance can not be placed upon such recommendations. Renewals made for one, two, and three years, respectively, may be assumed to indicate that the teacher's work has been "passable," "good," or "very good." Reference to the table referred to shows that in the island as a whole about 8 per cent were rated as "very good," but in the district of Guayama 38 per cent received this rating. In the island as a whole 30 per cent were rated as "good," while in the district of Humacao 88 per cent were so rated. On the other hand, in three districts—Carolina, Aibonito, and Coamo—all teachers appear to be rated as "passable" only. It is highly improbable that the facts in regard to the capacity of teachers in the districts named stand in any relation whatever to the recommendations made by the superintendents. It is strongly urged that the plan followed up to the present time of throwing the bulk of the responsibility on superintendents in fixing the terms of licenses should be discontinued.

While the records of the division have been carefully preserved and the data in regard to teachers is available in them, no system has been followed, and the records, while present, were not accessible. Information can be obtained only after a long search. This state of affairs will be remedied in the coming year by the adoption

of a compact, convenient, and accessible system of records.

The school law provides that ninety days previous to the opening of schools the commissioner shall take into consideration the requests of school boards for allotment of schools for the following year, but does not fix the date upon which the department shall signify its approval of the allotments. In view of new instructions to school boards in regard to their budgets, every effort was made to have the allotment of schools in the hands of the board before the beginning of the fiscal year. A large number of municipalities hav-

ing been affected by the disannexation act, there was considerable difficulty in ascertaining the number of schools to be assigned to each municipality. The aggregate number of schools is fixed in a large measure by the appropriations of the legislature. There seems to have been in the past no rule in regard to distribution of the schools to the several municipalities. This year an effort was made to so allot the schools that the boards would not get into debt. In so doing it was necessary to fix the probable income of the board and the proportion which could be paid for teachers. It was found that an allotment which would require more than 40 per cent of the school funds to pay the house rent of teachers generally resulted in a deficit, and accordingly this proposition was taken as the maximum which any board might properly spend and the number of teachers fixed accordingly. A few exceptions to this rule were made where expenditures in other directions were less than the average, especially in cases where towns owned their own school buildings or occupied those which had been constructed by the department.

Applying the 40 per cent rule, it was found that a number of boards could not sustain the schools which had been in existence in Schools cut off from these towns were added to previous years. other towns better able to support schools, so that no actual reduction was made in the school facilities offered in the aggregate.

This division has charge of the relations of the department to the school boards on such matters as resignation and appointments of members, approval of teachers' appointments, adjustment of difficulties between teachers and the boards, enforcement of the law in the appointment of teachers, etc. In the year 1904 there were 46 school boards elected in the island, and of these 11 are still in existence with the membership originally elected; 15 boards contain two original members, 7 boards contain one original member, and 13 boards are composed entirely of new members appointed by the department.

The division has charge of all correspondence received by the department. During the fiscal year ending June 30, 1906, the correspondence received consisted of 12,175 letters and 974 telegrams, or, in all, of 13,149 items. The correspondence set out consisted of 10,918 letters and 1,091 telegrams, or 12,009 items. The work of filing all correspondence of previous years under a uniform system has been undertaken, and it is hoped that within a brief period all

of the old correspondence will be conveniently arranged.

#### SUPERINTENDENCE.

### DIVISION OF SUPERVISION AND STATISTICS.

The chief of the division of supervision and statistics, who is also designated as the general superintendent, has general charge of the field force of the office. He receives from superintendents the records of their work in the inspection of schools and all statistical forms relating to the school work.

#### SUPERVISION.

Radical changes have been effected in the work of this division, which have resulted in a more adequate supervision, improved statistics, and a better relation between the two. The first step was the establishment of a weekly report on enrollment and attendance from every school in the island. After the schools were well under way, so that all initial difficulties might be deemed to have been overcome, a statistical summary giving average enrollment and attendance for the week ending November 10, 1905, was prepared. This comparative statement by municipalities was sent to the superintendents for their information. At the same time a careful study was made in the department and a list was prepared of all the schools deficient in enrollment or deficient in attendance. The attention of superintendents was called to these cases and they were requested to report upon the cause of such deficiency in each case.

Later in the year a comparison was made between the attendance reported by teachers in their weekly reports and that found by superintendents on their visits to the school. Substantial agreement was found, but our attention was called to the fact that visiting by the superintendents was not in all cases systematic and that the office records were not compiled in such a way as to bring out the facts. This led to an overhauling of our records and the establishment of a system which permits the office to know at a glance how many times a given school has been visited and when. The study of these records has enabled us to correct defects in the field work and has placed us in much better relations with our field force. Apparent anomalies disappear upon close investigation or a knowledge of local conditions, which are revealed by correspondence with our officials in the field.

In such ways as have been indicated the reforms in our statistical service, instituted primarily for a more accurate record of our school conditions, have been instrumental in improving our supervision and

more intimately connecting the two branches of service.

In view of the changes in the procedure of the office and the engrossing duties of putting the new system into operation there has been somewhat less formal visiting of school districts by the general superintendent than in the past year. Despite this fact the relations of the central office with the field superintendents are more intimate and the superintendent is much less isolated than before. Visits of superintendents to the San Juan office have possibly been more frequent, and such visits are very fruitful in suggestion.

#### STATISTICS.

The reorganization of the statistical work of the office contemplated (a) fuller information as to the schools, and (b) a better distribution of the work throughout the year. The particular problems involved in the work will be discussed in connection with the results. We are concerned here with its administrative features. The innovations were the weekly report of enrollment and attendance and the census of March 2, 1906. The purpose of the former was to give a record by weeks which would show the rise and fall of interest in the schools. The object of the second was to give a more complete record of sex, age, grades, and years of school attendance than could be demanded at the end of the year.

A better distribution of work followed from the fact that the record of enrollment and attendance being continuous, the compilation of annual averages could proceed throughout the year. The

very minute analysis of the census results could not have been made in the interval which elapsed between the close of school and the

preparation of this report.

By reason of these changes the term and annual reports were greatly simplified and the burden of statistical work much more evenly distributed for all concerned—teachers, superintendents, and

The careful attention given to these statistical features revealed considerable gaps in our exact records of school conditions and

prompted several important minor inquiries.

The report of the chief of the division, Mr. L. P. Ayres, is the record of the work of one-half year. Since his appointment on February 1 Mr. Ayres reports that he has made official visits of inspection to the districts of Fajardo, Guayama, Aibonito, Ponce, and San German. In addition to such extended visits he has had opportunities of visiting many of the districts for the purpose of conducting teachers' institutes and for conducting examinations in English for Porto Rican teachers, and has utilized the opportunities which these visits

offered to confer with superintendents and teachers.

Important changes have been introduced into the office work of the division. A new system of filing information in regard to superintendents' visits has been introduced which has led to a much better survey of the activities of the superintendents in this direction. Reports upon individual teachers made by the superintendents on the occasions of their visits are unsatisfactory in form and will be Records covering professional activities of teachers have accumulated for a series of years, but thus far no effort has been made to bring these records together in such a manner as to tell the history of the teacher at a glance. Plans for a combination record are under consideration.

The statistical work intrusted to the division consists in the compilation of superintendents' weekly reports of enrollment and attendance, the tabulation of the census inquiry of March 2, and the tabulation of term and annual reports, besides such other inquiries as may arise from time to time. The central point in the census inquiry was directed to the length of time the children had been in school. This is an important element in judging the efficiency of school work. It is believed that an investigation along this line will lead to a knowledge of school conditions which will be extremely helpful in the future development of administrative work in the office and among the field superintendents. Intimately connected with the number of years in school and cognate in interest is the matter of promotions at the end of the term, which forms the central point in the annual report. A close study of these factors for a period of years can not fail to disclose the important considerations affecting school work.

Not less important has been the very thorough consideration which has been given to the presentation of statistical data in the annual report of the department. A careful analysis of the figures published in preceding reports was made and the value of such publications very carefully weighed. Redundant matter has been eliminated in favor of more significant statements, with the result, it is believed, that the tables in the present report are more condensed and at the same time more illuminating upon essential points than those of

former reports.

Note is taken of needed improvements in office equipment, and recommendations are made for equipment which will enhance the effectiveness of the office work.

#### THE FIELD FORCE.

The year has been marked by a number of changes in the field force. In October a vacancy occurred in the Carolina district by the death of Mr. E. L. Hill. He had been superintendent since 1899, and had rendered loval and faithful service. Mr. Spaulding was transferred from Aibonito to Carolina and Mr. John F. Packard, a graduate of Boston University, who had been in the previous year assistant superintendent in Ponce, succeeded Mr. Spaulding at Aibonito. Mr. J. W. Smith, of Utuado, was obliged to resign on account of ill health and Mr. Glen Edwards, a graduate of Marietta College, who had occupied a place as English teacher in Naguabo and had been assistant superintendent in San Juan, was appointed in his place. In the middle of the year Mr. Ayres was appointed general superintendent, and the vacancy in San Juan was filled by the transfer of Mr. Edwards, and the resulting vacancy in Utuado was filled by the appointment of Mr. Manuel G. Nin, principal of schools in Yauco. Since the school year closed Mr. Charles H. Terry, a graduate of Wesleyan University, formerly principal of the Ponce high school, has been appointed superintendent in Fajardo. There have been no other appointments as yet, but a number of transfers have been made. Before the year opened Mr. Mellowes went from Mayaguez to Humacao and Mr. Warshaw was appointed to that post. Since the school year opened vacancies arose in Arecibo and Toa Alta by the resignations of Messrs. Landrón and Rodríguez, respectively. Transfers have been made as follows: Mr. Ducout to Vega Baja, formerly Toa Alta, Mr. Zimmerman to Arecibo, Mr. Fourcaut to Aguadilla, Mr. Packard to Guayama, and Mr. Kelley to Ponce. There are vacancies at present in Aibonito and San Germán, which will be filled before the school year opens, September 24.

The relations of the field force of superintendents with the office have been, as already noted, very intimate. A high level of efficiency has been maintained in most of the school districts, and the efforts of the department have been warmly seconded by the district chiefs.

The annual conference of superintendents was held in January in Arecibo. By a careful preparation of the programme excellent results were obtained and fruitful discussions ensued. Four topics only were discussed. To four of the superintendents, carefully selected for their fitness to deal with them, was intrusted the preparation of a paper. Copies of the paper were sent to the office a month before the meeting and distributed to the persons especially selected to discuss the papers. Public sessions were also held which gave gratifying evidence of interest in educational matters.

The service of superintendents as institute directors in other districts and as members of examining boards has given them opportunity for observing school work and exchanging views which can not fail to produce valuable results.

The record of work done in the various school districts as shown in the annual reports of the superintendents shows generally marked progress.

#### REPORT OF DISTRICT NO. 1. SAN JUAN.

Comprises the municipalities of San Juan and Río Piedras. Number of day schools, 93; number of teachers, 101; superintendent, Glen Edwards.

The present superintendent took charge of the district in the month of February, having been transferred from the district of Utuado at that date. A large part of the report, therefore, is a record of work accomplished by the former superintendent, Mr. L. P. Ayres, now general superintendent of schools.

former superintendent, Mr. L. P. Ayres, now general superintendent of schools. In order to secure proper grading in the schools, uniform examinations were held at the end of the school year 1904-5. For the purpose of conducting these examinations, teachers were shifted from one class room to another and were called upon to mark the papers of pupils who had not been under their own instruction. The results of this examination together with the report of the teachers in charge made the basis of promotion. When the results were ascertained, each child received a card stating his school and grade for the coming year. The results of this method of grading were highly satisfactory and the work of the year just past was greatly improved through the fact that the children in each grade represented a more uniform standard of attainment.

The most serious problem in San Juan is that of maintaining throughout the year a high level in enrollment and attendance. Difficulties familiar in other districts are reenforced by the particular conditions of the population and the schools in this city. It would appear that the population is rather more fluctuating here than elsewhere. This caused a considerable falling off after the year began. A second cause is found in the inadequate school buildings. Poor ventilation, inadequate lighting, excessive heat, and excessive noise are not infrequent. An instance is given of a room which measures 54 feet by 9 feet, with one side a dead wall and the other opening on an inclosed courtyard into which the sun beats through a skylight. These physical conditions are a positive bar to the progress of work in the district. If under these disadvantages a teacher is compelled to devote his time to questions of enrollment and attendance, it can only be at the expense of the school work.

The organization of the schools in San Juan is that in the first grade the Spanish language is used exclusively, all higher grades being taught in English with Spanish as a special subject. On the general introduction of English as the school language in the city of San Juan an arrangement was made with the department of education whereby the fifth, sixth, seventh, and eighth grades were taught in the central grammar school maintained by the department in connection with the high school. In this school, except for special instruction in Spanish, all the instruction is given in English by American teachers. In the second, third, and fourth grades in San Juan instruction is given entirely in English by some 20 Porto Rican teachers and a half dozen American teachers. As to the success of this work, it may be noted that throughout the grades the percentage of promotions was considerably larger than the average of the island. This is especially noteworthy in the upper grades.

Equally satisfactory was the record made in the English classes for Porto Rican teachers. In view of the large number of teachers in the city, one of the American teachers especially qualified in this work was given exclusive charge of it. This permitted a division of the classes into groups sufficiently small to permit effective teaching. The results of this careful organization of work were shown in the high average attained in the annual examination.

As the city of San Juan is the largest, though not the first center, in which instruction in the English language was introduced, the working of the experiment has been followed with great interest. Two years' experience seems to have demonstrated that far from learning a great deal of English to the exclusion of everything else, the children have shown through examinations that they have kept at least an even pace with those whose instruction has been in Spanish. It may well be that this advancement has been at the cost of greater effort and that a child who obtains 75 per cent in an examination in arithmetic in the English language has done more work and probably has a better grasp of his subject than one who gains the same percentage in an examination in the Spanish tongue. If, therefore, the use of the English language be in any sense a drawback to the advancement of any pupils, it has been overcome in the district of San Juan. Part of the credit of this record of achievement must be given to the English graded teachers. The body of Porto Rican teachers possessing the English graded certificates are undoubtedly the best corps of instructors in the island. They are the young, ambitious, and progressive element of the profession.

The schools of Rio Piedras are still organized upon the Spanish system. Progress has been made by the teachers in the acquisition of English, and next year some of the schools will be in charge of English graded teachers, but it is probable that some time must elapse before the schools can be organized upon the same basis as those of San Juan.

In the city of San Juan, especially in its outlying districts, there are a considerable number of rural schools. These outlying schools have been greatly improved of late by the hiring of two-room buildings instead of single-room buildings. The school board has secured in a number of places the erection of new buildings for these schools. The plan has helped in improving the quality of the teaching, for in such schools a friendly rivalry between the teachers has resulted in greater effort and better results.

#### REPORT OF DISTRICT No. 2, CAROLINA.

Comprises municipalities of Carolina, Trujillo Alto (formerly annexed to Carolina), Río Grande, and Loiza (formerly annexed to Río Grande). Number of day schools, 43; number of teachers, 45; superintendent, George L. Spaulding.

The disannexation of the towns in this district has had good results. Although the towns may be poor, with resources scarcely adequate to support their schools, the citizens take more interest in education when the towns have their own school boards.

Shortly after the opening of the year night schools were opened in each of the towns and one in a rural school of Carolina. In the latter case enrollment was high at the start and attendance very good, but it gradually fell off. Most of the pupils worked in the cane fields during the day, and when night came they were perhaps too tired to walk 2 or 3 miles to attend night school. Many who came from mere curiosity dropped off when the real work of study began, though some there were who worked hard and attended regularly throughout the course.

The work in the graded schools has been satisfactory, but has not attained in the rural schools the best results. Work in the latter is hindered by poor equipment and small houses. The outlook for the future is better, since the school boards are beginning to take more interest in the improvement of the rural schools.

Many of the rural teachers in the district are men of mature age. While somewhat slow to grasp modern methods, they make good rural teachers. One point strongly in their favor is the fact that they are residents of the barrios in which they teach, and thus become valuable leaders of public opinion in the neighborhood. A teacher who lives near his school and exerts an influence in favor of schools among his neighbors is often of more value than a young teacher who lives in the town and who is present in the barrio only during school hours.

The agricultural school has done good work in spite of very unfavorable conditions. The agricultural teacher is left largely to his own devices. Implements furnished are old and almost useless. Seeds have been procured with difficulty. The teacher has worked hard and done what he could, but he needs a plan as to the kind of work to be done.

Difficulty was experienced in the early part of the year in securing regular returns from teachers on weekly report cards. The value of the system, however, soon made itself felt. Teachers were called upon to explain any departure from the normal. Where attendance was short or even perfect for a given week, this was an indication to the superintendent that the school needed attention. It has been of value to the superintendent in demonstrating that certain schools were badly located, and the weekly returns have been conclusive evidence which have convinced the local authorities that better results could be obtained in other locations.

In this district English has been taught by the old method of special instruction. Results are satisfactory in Río Grande, but extremely unsatisfactory in Carolina. These results are attributed to the frequent changes in the personnel of the American teachers. Without greater stability good results can not be obtained.

Good results followed the teachers' institute, but it is believed that better could be obtained if the department should issue a full course of study during the coming year and make this course of study the basis of work in the institutes.

#### REPORT OF DISTRICT NO. 3. FAJARDO.

Comprises the municipalities of Fajardo, Vieques, and Naguabo. Number of day schools, 41; number of teachers, 44; superintendent, Marion A. Ducout.

The three school boards of the district have displayed great zeal and interest in the performance of their duties and their work has met with deserved The new system of accounting established by the Department has contributed greatly toward placing the school boards on a sound financial Thanks to the spirit of economy which has prevailed, the boards of Vieques and Fajardo closed their yearly budgets with considerable cash in hand, which will probably be devoted to the construction of new schoolhouses. The Naguabo board, for the first time in its history, closed the year with all its obligations paid and with a surplus of cash on hand. Much of the credit for the good showing of the Naguabo board is due to the alcalde of that town, Mr. Rafael Roca, who has displayed a keen interest in all matters pertaining to the schools. He was instrumental in securing a loan of \$1,000 from the executive council for school purposes. He secured the passage of an ordinance by the municipal council imposing a special school tax, and last summer, when the board was in great straits for a suitable schoolhouse, he induced the town authorities to buy the best building in town for the use of the graded schools.

School buildings throughout the district are in a very satisfactory condition, being generally large and well ventilated. All of the graded schools and more than half of the rural schools are supplied with modern furniture. The only exception to this generally satisfactory state of affairs is in the graded school building at Vieques, but as the plan of erecting in that town a modern six-room schoolhouse is about to be realized this condition will soon pass away. The Naguabo building is as thoroughly satisfactory as any rented building can be. Substantial repairs were made to the graded school building at Fajardo during the last summer, the expense being defrayed in part by the department of education and in part by the school board. The building was entirely repainted, balconies and windows repaired, a bell tower erected, and the grounds inclosed with a substantial iron and masonry fence.

Rural school buildings were recently painted and repaired throughout the district. The teachers have cooperated with the school boards in their efforts to improve the general conditions of school buildings. A number of them have made some effort, and even incurred some expense, in the decoration of school-

rooms and in the cultivation of gardens in the school yards.

The enrollment and attendance has been high except in the third term, when there was a general epidemic of measles throughout the district. This materially affected the graded schools. In the rural schools there is a considerable contingent on the waiting list, and any vacancy in the enrollment is speedily filled. The teachers have shown a spirit of rivalry in keeping up their attendance, and in few instances has it been necessary to have recourse to the municipal courts. This step has been taken occasionally, but always with reluctance, since the attendance at a school is best regulated by the efficiency of the teacher, and where a teacher is unable to win the interest of his pupils no other means can make a success of the school.

The school census shows that in almost all the schools a considerable share of pupils who spend two or three or even four years in the same grade. It may show ineffective methods of his predecessor, or it may reveal great irregularity in attendance. Many pupils do not attend the school regularly, coming but a few months in each year, so that it is not at all surprising that they are obliged to do the same work over and over again. Permanent improvement in school work can not be hoped for until we have a new course of study adapted to our conditions, plain and specific in its directions. good results following the publication of the course of study in arithmetic demonstrates the need of like preparation for other studies.

Methods of teaching show continuous improvement. In this the daily outline of work has borne a considerable part. The outline obliges the teachers to think out their work in advance, thus tending to destroy routine. gives a good record of progress of the schools, affords the superintendent an opportunity to judge the work of each school, and enables him to make his suggestions more definite.

The work of the graded teachers throughout the district has been excellent. Several graduates of the insular normal school were added to the force, and they constitute very promising teachers. The rural teachers as a body have worked faithfully throughout the year. None the less, there are among them many whose methods of teaching are out of date. So long as the present scarcity of rural teachers prevails there is no other alternative than to employ such relatively inefficient teachers or to close the schools altogether. Considerable difficulty has been experienced in the island of Vieques in obtaining a sufficient number of teachers for its rural schools.

There is a most insistent demand on the part of the public for the teaching of English in the schools on a basis more thorough than in the past. There is only one way to meet this demand, and this is to hasten the day when all the public school teachers will be qualified to teach in the English language.

#### REPORT OF DISTRICT No. 4, HUMACAO.

Comprises the municipalities of Humacao, Patillas, Yabucoa, and Maunabo (heretofore annexed to Yabucoa). Number of day schools, 41; number of teachers, 43; superintendent, John Mellowes.

In the towns of Patillas and Yabucoa the schools opened in the new buildings erected by the department. This was a great satisfaction to all concerned, as shown in the fact that every available seat in both of the buildings was occupied on the first day.

Attendance and enrollment have improved, but there is no question but that the better condition of affairs is chiefly due to the activity of teachers and school authorities and not, as should be the case, to the awakening of the people to a deeper appreciation of their parental responsibilities. It is true, however, that in certain cases requests for rural schools have had to be denied for the lack of teachers.

The introduction of the different report cards has aided the teachers and superintendent in watching the rise and fall of attendance and has been useful in obliging the teachers to keep their registers up to date. Some confusion followed the rule of dropping pupils after five days' absence, since it was thought in many quarters desirable to admit other pupils immediately to their places. When the original pupil returned there was conflict as to which was entitled to the seat. This practice further had the bad result of introducing new pupils after work of the school had begun. It is recommended that students be matriculated only at the beginning of terms. Increased enrollment has been cared for in some cases by the half-day sessions.

At the beginning of the third term in all the town schools arrangements were made that pupils should receive half of their daily instruction in the English language. In the lower grades, the work had been successfully confided to Porto Rican teachers, the American teachers conducting the higher grades. A daily class for the guidance of the Porto Rican teachers engaged in this work is held under the supervision of the American teachers. An effort will be made next year to give the instruction in the seventh and eighth grades wholly in the English language. Progress in conversational English has greatly exceeded that in the written language.

The teachers' institute was held at Humacao on March 28 with no teachers absent. The papers presented were not particularly instructive, but the discussions which followed were animated and helpful. It is recommended that model classes be introduced in the institutes. It is also recommended that the topics for discussion be studied in advance by all of the teachers instead of those selected to read papers, that the institutes be extended to two days, that attendance be made obligatory, and that the expenses of such attendance to be paid by the school boards.

Of the school festivities celebrated during the year, those of Arbor Day, at Humacao, and Washington's birthday, at Yabucoa, deserve mention. A celebration was also held very successfully at Patillas, the first of its kind. It is recommended that wherever possible such school celebrations be held on Fridays.

#### REPORT OF DISTRICT No. 5, CAGUAS.

Comprises the municipalities of Caguas. Gurabo (formerly annexed to Caguas), San Lorenzo, Juncos (formerly annexed to San Lorenzo), and Aguas Buenas. Number of day schools, 48; number of teachers 52; superintendent, C. A. Reichard.

Compared with the previous year, there has been an increase in the number of graded and night schools. This is due in part to the fact that rural schools

previously located in urban centers have been raised to the category of graded schools, while teachers of English have also been placed in charge of rooms, thus adding to the number of graded teachers. On the other hand, the rural schools are much less numerous, it having been impossible to secure teachers for some of the rural schools granted to this district. It is probable that this is caused by the comparatively low wages paid to the rural teachers.

Improvement in the schoolhouses and their equipment has been very slight. It was hoped that new buildings would be erected in Caguas and Aguas Buenas. In the latter town there has been much difficulty in obtaining a site having an

adequate title.

The zeal and professional interest of the teachers has been excellent. Many of them have subscribed to pedagogical publications and purchased books on education. Teachers have assisted the superintendent in the effort to unify the work of the district. In view of the fact that the average child attends school for a brief period only, great stress has been laid upon fundamental studies, excluding, if necessary, those of lesser importance.

Experiments made in Caguas in organizing certain classes so that they receive their instruction half in the English language and half in the Spanish language has given such good results that the plan will be more extensively

followed during the coming year.

Attention is called to the need of summer classes in pedagogy, conducted along the lines of similar institutions in the United States. The teachers' institutes are excellent in their way, but are too brief to be of lasting influence in the lives of the teachers.

#### REPORT OF DISTRICT NO. 6. GUAYAMA.

Comprises the municipalities of Guayama, Salinas, Arroyo (the two last named formerly annexed to Guayama), Cayey, and Cidra (formerly annexed to Cayey). Number of day schools, 56; number of teachers, 60; superintendent, John W. Zimmerman.

The towns of Guayama and Cayey are the only ones in the district which contain school buildings erected by the department. The rented buildings in Guayama are in a very satisfactory condition, but the same can not be said of the rented buildings in other towns in the district. Conditions in Arroyo and Salinas have been especially bad, but in each of these towns new buildings are in contemplation and these unfortunate conditions will soon be a thing of the past. In Cayey there is one large six-room building used for schools which is in very bad condition. The school board has been very backward in the payment of rent, and neither school board nor owner is in a position to put the building into proper condition.

The schools in Guayama, Arroyo, and Salinas have received the particular attention of the school board and all have modern equipment and other useful accessories. Both in Cayey and Cidra the conditions are very unsatisfactory.

During the past year a great deal of attention has been given to the graded schools in the town of Guayama. All of these schools have been placed upon a half-English, half-Spanish basis. Difficulties were encountered at the outset by reason of the unequal preparation of the pupils to conduct their work in English, and it was feared that considerable time in the school work would be lost in the transition from one language to the other. At the close of the year examinations were held in all of the schools of the district, the questions being translated into Spanish or English as the necessity required. It is gratifying to note that the percentage of success in the schools of Guayama proper where English was used was quite equal to that in the other schools of the district.

Throughout the year special efforts have been made to increase the enrollment and attendance in the schools. Teachers were required to visit the parents of the children and janitors were sent every day to the homes of those pupils who were absent. A close touch with the parents has caused a steady increase in enrollment and attendance and has fostered an interest in the schools and in their work which has never before existed in this district. Another evidence of this increased interest on the part of the general public was the excellent attendance at the annual teachers' institute. Not only were the night sessions, especially designed for the public, crowded, but the day sessions were attended by a large number of persons not connected with the teaching force.

Notable improvements in English in the town of Guayama has resulted in the change already noted whereby the schools were placed upon a half-English and

half-Spanish plan. The worst defect of this system is in the manner of discipline. It is desirable, if possible, that a group of children should always be under the charge of the same teacher and not be subject to changes. In order to accomplish this, it is desirable that as rapidly as possible the Porto Rican teacher be so trained in the use of English that the shifting from one room to another will not be necessary in order to obtain English instruction for all the pupils. To this end practice classes were held throughout the second half of the year for the first and second grade teachers. These classes were in the charge of an American teacher and gave an opportunity for the instruction of the Porto Rican teachers in the use of the English as a medium of instruction and at the same time were useful in correcting defective methods. This plan would undoubtedly have good results if it could be applied to the upper grades also, but school hours forbid.

Night schools in the district have only an indifferent success. While the enrollment has been good, it has been continually changing, and there have been periods when the attendance was very weak. Night schools will not make progress until there is greater cooperation between the school and the municipal authorities, the latter requiring that bootblacks, fruit and candy sellers, and other children who are not in school during the daytime should attend the evening schools, punishing infractions of the rule by suspension or withdrawal of licenses to carry on their trades.

The superintendent has enjoyed throughout the year the hearty cooperation of the local board of Guayama. All the members have been interested in the schools and have worked diligently to place them in favorable comparison with other schools of the island. They have given particular attention to the sanitary conditions of the schools and have done much to improve the property both of the building owned by the people of Porto Rico and of the rented buildings. An earnest desire has existed to construct rural schools, but the great difficulty in the way of securing sites with good titles has prevented its accomplishment. A large number of sites were examined, but in every case it was found that the estates were encumbered or that the owners did not possess a satisfactory legal title to the property.

On the other hand, great difficulties have been encountered in Cayey, where the school board intrusted with the management of the schools was negligent. No effort was made to improve schools, and the payments of the board were greatly in arrears. Toward the end of the school year an improvement occurred through the appointment of a new board, but it was only with extreme difficulty that qualified persons could be induced to accept appointments.

A library for the use of the teachers and pupils was established in Guayama and numbers over 600 volumes. Good success has attended the establishment of a gymnasium. It is beneficial to pupils and to teachers in attaining good health and has had a satisfactory reflex influence upon the school work.

#### REPORT OF DISTRICT No. 7, AIBONITO.

Comprises the municipalities of Albonito, Comerío, Barros, and Barranquitas (heretofore annexed to Barros). Number of day schools, 39; number of teachers, 41; superintendent, John F. Packard.

Difficulties of communication make the work of this district peculiarly difficult. There is only one good road in the district—that which connects Aibonito and Barranquitas—while the remainder of the towns can only be reached on horseback over mountain trails. Were the towns connected by good roads, the superintendent would be able to spend more time in supervision and less in rough riding with corresponding advantage to the schools. All the towns of this district are in a poor financial condition, and nowhere in the island is the school work so handicapped by the lack of proper school buildings and equipment. One town only—Aibonito—has a modern schoolhouse erected by the department, but the building with its four rooms can not provide for all the children in the town, so that two graded schools have for years been located in a small gloomy and dirty building, equipped with old-fashioned desks and benches. Conditions in the graded schools of Comerfo are especially bad. Throughout the district there has been in the past year considerable improvement in the rural schools, but, as before indicated, the boards are poor, and the rent which they can afford to pay is very moderate. They are, therefore, unable to secure the best buildings which could be rented for schoolhouses or to make the repairs necessary to put the buildings in proper condition.

In spite of these discouraging features, the work of the district is promising, and interest in schools is well maintained. This is shown in the excellent enrollment and attendance of schools throughout the year, with the exception of the last term, when an epidemic of measles prevailed throughout the district. Another evidence can be found in the enthusiasm with which the graded teachers of the district have applied themselves to their work. The force is composed almost wholly of young men, who are faithful workers, who have been ready to take suggestions and to profit by them. In a district composed of small rural towns the majority of pupils attend school but a very short time. In order to accomplish the greatest practical result, every effort has been made to make the work thoroughly practical, giving almost exclusive attention to the fundamental subjects of reading, writing, and arithmetic.

It is to be regretted that the work in English in this district is in so unsatisfactory a condition. This is due to the fact that two towns only have had English teachers, and these have not been of the best. Satisfactory progress in the schools can not be obtained in a mountain district like Aibonito until we have Porto Rican teachers capable of teaching in the English language under the guidance of a higher class teacher of English than the district has heretofore enjoyed. It is extremely gratifying to note the great interest of the teachers of the district in acquiring the English language, and this gives reason to believe that good results will eventually be obtained. In Aibonito two of the best native teachers of the district have taught second grades during the morning sessions wholly in English, and the pupils under their charge have learned to speak more and better English than the children of the upper grades, who have been instructed by the American teacher under the plan of special instruction.

While the teaching of English in the schools should receive greater attention than heretofore, and while schools should eventually be so organized that the instruction or part of it should be given in English, this should be done without curtailing instruction in Spanish. In a district such as this the need of more thorough attention to Spanish is perhaps greater than in the larger towns. The plan proposed for the coming year is that the first grade should be taught entirely in Spanish, the second and third grades should be taught half the day in English by Porto Rican teachers and the remainder of the day in Spanish, and that the upper grades should receive at least three hours' instruction under the American teachers.

The rural schools of the district present many difficult problems. Many of the teachers are old men who have acquired the old Spanish methods of teaching and who are reluctant to change them or to receive suggestions for bettering their work. With the limited supply of rural teachers available for appointment, we are confronted with the question as to whether it is desirable to continue the service of these teachers or to close the schools. The younger teachers in the rural schools have shown a most gratifying improvement in methods and results and have made excellent progress in English.

Teachers' conferences in a district such as this present unusual difficulties, and it may be questioned whether they should be continued. In order to attend the annual conference in Aibonito, teachers of Barros and Comerío must lose at least two days' school and spend from \$8 to \$10 in making the trip. This is a considerable sacrifice to demand of the teachers, and it is questioned whether the results of the conference warrant it. The difficulties in the way of holding conferences in the district should not be borne by the teachers, but by the department, and it is recommended that arrangements be made by the department to hold perhaps less formal conferences in the three towns of the district.

Note is made of the organization in Aibonito of a school band of 20 pieces. The organization has been brought together through the efforts of Mr. José Pont Zayas, acting principal, and the children have made considerable progress in the short time that has elapsed since the organization of the band.

#### REPORT OF DISTRICT NO. 8. COAMO.

Comprises the municipalities of Coamo, Juana Diaz, and Santa Isabel. Number of day schools, 56; number of teachers, 56; superintendent, Gail S. Nice.

An elaborate effort has been made during the present year to improve the

An elaborate effort has been made during the present year to improve the methods of teaching commonly pursued in this district. In carrying out this purpose a great deal of attention has been given to the plan books of the teachers. It is part of the school practice that a teacher should make notes outlining

for each day the work to be done on that day. These notes are subject to the inspection of the superintendent on his visits. An effort has been made in the Coamo district to make this preparation of the lessons a vital point in the school administration. Not only have the lessons of the books been subject to the inspection of the superintendent upon his visit, but they have been sent to him at all times throughout the year, so that he could maintain an effective supervision of this portion of the teachers' work. The lack of uniformity in the methods pursued by the teachers was obvious, and a vigorous effort was made to secure a better method and a more uniform method in the presentation of the subjects of instruction.

This effort has been so directed that successively different branches of the school work have been taken up and suggestions in regard to them made to the teachers. In these suggestions there are certain underlying principles com-These are special insistence upon the importance of oral as conmon to all. trasted with written work, the need of constant review of the ground already covered, and the necessity of incessant drill. Attention was given especially in these observations and the comments of the superintendent to the two subjects, arithmetic and English. It was believed that proper instruction in arithmetic being at the base of the elementary education, it was impossible to give too much attention to this branch of study. Perhaps equally important in the schools of Porto Rico is the subject of English, to which a great deal of attention has been given in times past, though methods have been incorrect, with the consequence of misdirected energy and meager results. To secure improvement in this branch a pamphlet entitled "English in the First and Second Grades" was printed and distributed to the teachers. The subject of English teaching being fully treated in this pamphlet, it was sufficient to indicate that the general objects of instruction in the Spanish language were the same as those intended in teaching English. A great deal of attention has been given to the subject of writing. The object of this effort has been to bring about a more direct teaching of writing instead of the mere copying of exercises by the pupils. The result has been greater progress in writing and a considerable economy in the use of material.

Another question which has received considerable attention is the question of enrollment and attendance. Methods used in other districts have been followed here with reasonable success. The attention of teachers has been called to the matter by circular letters, and they have felt a responsibility for a satisfactory enrollment and attendance. A pupil's record has been prepared for every child attending school in the district and filed in the office of the superintendent. This record will be utilized in insuring the return to school of as large a number of pupils from year to year as practicable. The question of maintaining a satisfactory enrollment and attendance, however, is one that can not be met wholly by mechanical methods. While use has been made of the weekly report cards and of other means now familiar throughout the island to secure proper attendance, there can be no question that the final solution of the question of enrollment and attendance must be found in the excellence of school work and discipline. Poor enrollment and poor attendance rarely exist in schools in which the teacher is interested in his work and is capable of imparting his enthusiasm to his pupils. The efforts made to improve the methods and awaken the interest of the teacher in his work have therefore had a direct relation to the problems of enrollment and attendance.

Very satisfactory results followed the effort to introduce athletic exercises in the schools. Baseball has been especially popular. Teams have been formed in each of the three towns of the district. Matches between the several towns have created a great deal of interest.

The school buildings of the district are in a highly satisfactory condition. At the beginning of the next year, all the graded schools in the three towns of the district will be housed in modern structures especially designed for school purposes. Coamo has one of the original four-room buildings erected by the department, and is building from the proceeds of an insular loan a six-room building on the lines of the Juana Diaz school erected by the department last year. The graded school building at Santa Isabel will be completed before the opening of the school year. The board at Juana Diaz has distinguished itself this year by the construction of two masonry schoolhouses. These buildings are admirably adapted for their purpose and have been most favorably commented upon by visitors. Sites are being sought in this town for two additonal schools which the department has agreed to erect upon substantially the same plan. The town of Santa Isabel also has building operations in contemplation.

#### REPORT OF DISTRICT No. 9, PONCE.

Comprises the municipalities of Ponce, Guayanilla, and Peñuelas (the two latter formerly annexed to Ponce). Number of day schools, 83; number of teachers, 87; superintendent to May, 1905, R. R. Lutz.

The work of the graded schools in the city of Ponce began badly through the failure of the department to complete the new high and grammar school building in time for occupancy when the schools opened. For some time the children were scattered throughout the city in different buildings rendering a proper organization impossible. In the industrial school there were only half the teachers present when the work began. These conditions rendered the work of the first two or three weeks extremely arduous.

During the absence of the superintendent on vacation in the latter part of 1905 there occurred an unfortunate controversy between the assistant superintendent and the school board. The assistant superintendent was sustained by the department, and when the superintendent returned matters had sufficiently quieted down to permit a comparatively harmonious administration for the

remainder of the year.

The plan for increasing the enrollment of the industrial school outlined in the report of last year was put into practice. Nearly 300 pupils were enrolled. One-half of them attended the industrial school one session of the day and received academic instruction in one of the graded schools during the other The advantages and disadvantages are fully set forth in the report on the industrial school. Work began inauspiciously in the school, and was continued under the disadvantage that certain of the American teachers were unable to secure discipline or order in their rooms.

Outside of the high and grammar school, teaching in the graded schools was limited to the first, second, and third grades. All pupils of the first and second grades were taught upon a half-and-half plan—that is, one session in Spanish by a graded teacher and one session in English by an English graded teacher. Third grades were taught in English by American teachers. The results of the year's work in the lower grades justified expectations and demonstrated the advisability of beginning teaching of English in the first grade. The plan of teaching first grades in Spanish involved a needless waste of time in teaching arithmetic, and with good teachers almost as much ground can be covered in English.

Considerable use was made during the year of daily and weekly practice and observation classes. In these classes each of the English graded teachers took her turn in teaching, and attendance of the other graded teachers was obliga-On certain days of the week rural teachers located near the city were required to attend. Weekly general practice classes with all teachers in attendance were very successful. One hour spent in observation of the work of a thoroughly good teacher is of more value to the inexperienced teacher than two superintendent's visits.

The school board spent an unusually large amount in the repair of buildings purchased and new furniture and arrangement of fences and school yards.

The work of the teachers' classes in English was not very successful during the first term, owing to a clash of authority between the assistant superintendent and the teachers as to the methods followed. In spite of these difficulties the district made a fairly good showing in the examination held in May.

### REPORT OF DISTRICT No. 10, YAUCO.

Comprises the municipalities of Yauco and Sabana Grande. Number of day schools, 47; number of teachers, 44; superintendent, Roger L. Conant.

The school board of Yauco has improved the Columbus graded school in the town by the erection of a fence around the lot, has erected three rural school buildings at an average cost of \$525, has secured 25 instruments for the school band, equipped the members of the band and the director with uniforms, and has purchased a bell for the Garfield graded school at Guanica. It has in project the building of additional graded schools in the town of Yauco sufficient to accommodate all the graded schools of the town. It contemplates, in the erection of this building, the expenditure of some \$18,000, of which \$15,000 will be supplied by the school board and \$3,000 by the department of education. It is much to be regretted that negotiations for the acquisition of a suitable site have thus far been fruitless. The town is situated in the midst of a rich

cane district and available sites are very few. Several sites have been under consideration, but it has been impossible to make contracts for the purchase of any of them.

The favorable condition of the Yauco board is in marked contrast with that of the school board of Sabana Grande. Before the beginning of the school year it was discovered that this board had received illegally almost \$1,000 from the municipal funds. It was necessary to reimburse this amount and to strike from the budget over \$1,100 which the board had expected to derive from the municipality. To meet this difficult situation the board obtained a loan of \$1,200 from the insular government, and great personal sacrifices were made by the teachers in order that the schools already planned might be opened and continued. For the coming year the department has already reduced the number of schools in the municipality. This course has been inevitable, though it is more to be deplored, as the schools of Sabana Grande have always done good work and turned out a large number of successful teachers.

The teaching force in Yauco has been improved by the addition of capable and progressive teachers, and instruction in the schools has progressed. Much interest has been awakened by having the rural teachers inspect the graded school work and by affording the opportunity for some of the graded school teachers to visit the schools of Ponce.

Up to the present the American teachers employed in this district have been special teachers of English. The defects of this system have long been recognized in the district, but a change to the plan of teaching the schools in the English language has been deferred until there could be trained up in the district a corps of teachers properly qualified to teach their classes in English. This district has suffered, in common with many others, from the frequent change in the American teachers, and as less reliance could be placed upon such teachers than in the larger towns of the island it has been the more necessary to prepare Porto Rican teachers most carefully for the contemplated change. It is believed that the time is now ripe for such a change, and the graded schools of the district will be placed on an English basis in the coming year. A guarantee of the success of the plan is the great interest which the Porto Rican teachers have taken in the English classes. The results throughout the district of this work have been most excellent.

The system of weekly report cards introduced this year by the department has been of incalculable value in securing proper enrollment and attendance. To secure a good enrollment at the start, teachers of schools were given the registers of the same schools for the past year and also a record of the school census undertaken in the previous year by the school board of Yauco. The enrollment secured was excellent, and in some of the rural schools it was necessary to introduce half-day sessions. It was found that this plan resulted in no loss of instruction to the children, since the groups were so distributed that in half a day the teacher was able to give as much personal attention to each pupil as before, the recitation not being delayed and interrupted by the assigning of a large amount of individual work and supervising it. Enrollment once obtained, the efforts of the teachers were directed to maintaining a high average of attendance.

To this end, in the month of February forms were issued for reporting to the superintendent the names of pupils whose attendance had been unsatisfactory, for notifying parents of the absence of children, for making charges in the court against the parents, and for reporting to the superintendent the results of these efforts. Weekly bulletins showing the average daily enrollment and average per cent of daily attendance in each of the schools of the district were issued and posted in the town school buildings. They attracted the attention not only of the teachers, but of pupils. The latter were desirous that their school should have a good record, and pupils were observed arguing with their fellows and urging them to attend the school. Better results were obtained in Sabana Grande than in Yauco, since in the former town the efforts of the teachers were more vigorously supported by the justice of the peace.

Special exercises were held on Arbor Day, and in order that the results might be permanent in their influence, teachers were instructed to appoint each week for the rest of the school year a certain pupil to be responsible for the plants. These pupils have been required to render a report at one of the nature study classes during the following week, and other pupils have been allowed to criticise and comment upon the report,

A public library was established at Gúanica, supported by grants from the municipal council and the schoool board of Yauco and contributions made by citizens. The field is smaller than that for the public library of Yauco, but it is believed that equally good results will follow its establishment.

#### REPORT OF DISTRICT NO. 11, SAN GERMÁN.

Comprises the municipalities of San Germán, Lajas, and Cabo Rojo. Number of day schools, 62; number of teachers, 61; superintendent, A. Fourcaut.

Progress made in the schools of this district has been demonstrated by the success of six of the caudidates for common school diploma of the eight who took the last examination.

The enrollment during the year has greatly increased, and the attendance has improved. Teachers have taken a great interest in this matter, and some of them have responded with great enthusiasm to suggestions made by the superintendent's office toward increasing the improvement. Valuable assistance was given by local boards, who issued circular letters to parents and on several occasions accompanied the superintendent upon house to house visits in the rural districts. The work of maintaining a good attendance would be much easier if the school authorities could have in each locality the support of a justice of the peace. Unfortunately some of these officers do not take an interest in this matter. In one municipality of the district a justice of the peace took cognizance of all cases brought before him, while in another no attention whatever was given to the matter.

In the work in English we have been fortunate in having exceptionally good teachers, and the results of the instruction have been eminently satisfactory. A detailed report of the work done in the different grades shows the system of special instruction at its best. In the town of Lajas there has been no English teacher for the last two and one-half years, and the graded teachers of that town have given the instruction in English with excellent results under the circumstances.

A beginning has already been made in teaching some of the topics in English, and preparations for a more extensive application of this system have been made. The interest in the subject among both pupils and teachers gives promise of good results.

#### REPORT OF DISTRICT NO. 12, MAYAGUEZ.

Comprises the municipalities of Mayaguez, Maricao, Añasco, and Rincón (heretofore annexed to Añasco). Number of day schools, 73; number of teachers, 77; superintendent, Jacob Warshaw.

The work of this district is extremely complex, since it presents not only problems incident to the common schools established throughout the island, but also special difficulties in the high, industrial, and agricultural schools. The condition of the district at the beginning of the year was far from satisfactory. For nearly seven years the teachers had been working under the same leadership and had grown to consider their methods and pedagogical opinions as final and not matters to be questioned. The introduction of new methods and new standards was accordingly difficult. Despite a wholly natural discontent at the outset the year's work has been fairly satisfactory, and progress has been made toward a higher standard throughout the district.

A few facts concerning the schools and teachers of Mayaguez will serve to bring out some of these difficulties. There are 96 teachers in the district, 22 being Americans and 74 Porto Ricans. Of the latter 24 are 40 years of age or over, a proportion of older teachers considerably larger than in the island as a whole. It is not to be expected that persons brought up until mature age under a far different system of education, and subsequently engaged in teaching according to the requirements of that system, would respond readily to the efforts made to introduce new methods in school work.

In all the schools some instruction has been given in English, although owing to varying conditions more has been given in some places than in others. Apart from one school in Añasco taught entirely in English and some grades of the Farragut School in Mayaguez, the method employed throughout the district has been that of special teaching of English. It is proposed to give more attention to English in the coming year, introducing plans which have been carried to a successful conclusion in San Juan, Ponce, and Arecibo. As a whole, the district is much behindhand in English.

The condition of school buildings throughout the district is quite unsatisfactory. Maricao is now well equipped with a new graded school building. school at Añasco erected by the department contains 4 rooms only, though there are 8 grades in the town, the other schools being held in a building utterly unfit for the purpose. Equally unsatisfactory is the condition in Rincon. Mayaguez, the headquarters of the district, the Farragut School erected by the department is the only one adequate for its purposes, although conditions in the industrial school have been fairly good. The rented buildings at the playa and in Rosa street have been quite unsatisfactory.

The acquisition of the military hospital for school purposes will place an excellent building at the disposal of the graded schools of Mayaguez. Despite adverse conditions in school buildings throughout the district, there has been considerable improvement during the past year, and things are by no means as bad as they have been. The school board of Mayaguez has made every effort to meet the requirements of the situation, but its burden of debt and its limited resources make the effort extremely difficult. Maricao, which is in better financial condition than the other towns of the district, is occupying itself with the

question of adequate rural schoolhouses.

The year's record of enrollment and attendance shows an increased average attendance and a better percentage of attendance to enrollment than in previous years. This is the result of no small effort on the part of the school administration and on the part of the teachers. It has been our effort to impress upon the children and upon their parents the seriousness of school work. required that the children attend school and that they come on time. To secure this result we have called in the aid of the local judicial authorities. In a district as large as this a truant officer or some substitute for that official would solve some of the most perplexing difficulties.

Changes in class-room methods and discipline are worthy of mention. disagreeable habit which the children had acquired of studying aloud at any or all times has, to a great extent, been done away with and the custom of permitting a pupil to help the teacher by taking charge of a group of his own classmates has been eradicated. By means of criticisms, numerous circular letters, and frequent teachers' meetings the mechanical and monotonous routine of former days has been noticeably altered. Practice classes for rural teachers have given splendid results. The annual teachers' institute indicated a distinct turn in the direction of more modern ideas. Greater uniformity has been introduced in the school work and a uniform programme has, with slight changes, been followed in all the schools.

The equipment of the superintendent's office was quite inadequate and much time has been given to the establishment of a complete system of records where

few records existed before.

The agricultural school at Añasco has, until the past year, been little more than a rural school. The present teacher is a graduate of the Tuskegee Institute, conversant with agricultural branches and able to teach them. Every effort has been made to place the school upon a proper basis. New implements have been acquired and a pump installed for irrigation purposes and many interesting experiments have been carried on. It is doubtful whether the real purpose of such schools can be attained until an enrollment of older and larger pupils is secured. Unless there is a special effort to obtain the attendance of boys of greater age and physique, it will be very difficult for the agricultural school to accomplish any work of real and lasting benefit.

Concerning the industrial school, the superintendent says: "After having observed closely the work of the Mayaguez Industrial School, and supervised it for a year, I have no hesitancy in stating that it has gone far to meet a real need of the people of Porto Rico, and that, under the proper organization and with the right kind of support, it will repay whatever outlay may be made for its maintenance. We have been fortunate this year in having secured a good corps of earnest, hard-working teachers, and the results in school spirit, in progress, in attendance, and in practical work merely go to show that the industrial school can be a success, provided that the same care be taken in the management of it as is taken in the management of any other class of schools. The training which our pupils have received in carpentry, cabinetmaking, mechanical drawing and designing, embroidery, needlework, sewing, and cooking is certainly going to be of real use to them, and no argument, other than the work actually done, is needed to prove that, if a regular course were followed consistently, we should succeed in turning out practical workmen. In the Mayaguez Industrial School we have made, during the present

year, school furniture, desks, bookcases, apparatus for the school, and the like, and these have been honestly and faithfully done by the pupils, and are a good example of what may be accomplished by the use of intelligent methods. Better than all this is the fact that the school is no longer considered in the light of a reform school. The attendance has been better than ever before, and the progress has been steady and genuine. The attendance in the first term of 1905 was only 92.9 and this gradually fell off until the third term, when it was 67. On the other hand, in the year 1906, it had 89.6 attending in the first term and 104.3 in the third term."

The Mayaguez high school should receive a better equipment and a larger corps of teachers. As the only institution of more than elementary instruction in the vicinity, it affords to families of average means the only place where their children may receive the benefits of a higher education. It is the only school near by in which pupils might prepare for college. It is a necessary link in the chain of public schools, and is sure to obtain the hearty support of the well to do and the influential. In order that it may accomplish its purpose, and in order that it may be of service in the training of teachers, it seems that the following modifications might be made without entailing any loss either on the school or on the pupils:

1. The commercial course should be modified so that all pupils might take advantage of it without feeling that their high school work ought to terminate

at the end of two years.

2. A course in pedagogy should be given, and a license as rural teacher, with the same conditions as those attached to the elementary diploma of the two years' course in the normal school, be granted on the completion of the four years' course.

#### REPORT OF DISTRICT No. 13, AGUADILLA.

Comprises the municipalities of Aguadilla, Moca (heretofore annexed to Aguadilla), Isabela, and Aguada. Number of day schools, 58; number of teachers,

56; report of Mr. Daniel F. Kelley, superintendent until May, 1906.

During the year four grades in Aguadilla were placed upon an English basis, three being taught by Porto Rican teachers capable of teaching in the English language and one being taught by the American teacher. Pupils for these grades were carefully selected from those who had already shown progress in learning English. With this selection of pupils and with competent teachers in charge of these classes, the progress of the pupils was greater than that of pupils in Spanish classes. Opposition to the plan developed at the start from the fear that the children would lose time in learning in English while there was also some apprehension that the Porto Rican teachers might eventually be wholly displaced. Both the fear and the apprehension were ungrounded and the results satsfactory.

The success of schools in English in the island depends upon maintaining the good will of the native teachers and encouraging them in every way possible to learn English. The present system of basing salaries on length of service and not upon quality should be done away with. It is recommended that teachers with good records who can teach both English and Spanish should be placed in the first class, leaving those with good records but without the capacity of teaching in Englsh for the second class and all others in the

third class

The present system of satistics involves a considerable increase of work in the superintendents' offices, but it repays the extra time and trouble spent upon it. It not only insures greater accuracy in the statistical returns, but is extremely helpful in the work of supervision. If in former years the superintendent desired to know the enrollment of a particular school at any time except the end of the term he had to write to the teacher or visit the school. By means of the present report he can know the enrollment and attendance from week to week, which has proved an efficient means of maintaining a good enrollment and a higher average attendance. An improvement in the report card might be made, providing a space for the names of pupils dropped from the enrollment with the reasons for such action.

While every effort should be made to secure a good enrollment and a high average of attendance, it should be made plain to the teachers that this is only a secondary feature of their work, and that their primary mission is to teach, and that regular attendance is important mainly because it permits the teacher to do his most effective work. The teachers should not get the idea that the renewal of their licenses depends solely upon the ability to obtain

high averages of enrollment and attendance. Should they have this feeling it might be too severe a test for their honesty, while a superintendent who had been led to believe that his efficiency was judged wholly by this feature of his work might be disposed to indorse dishonest reports which reflected credit on the district. The best incentive to regular attendance on the part of a child is good teaching on the part of the teacher.

The teachers' institute held this year under the direction of the department was instructive. One of of the difficulties experienced was that the best qualified teachers having been selected as principal speakers exhausted their subjects, leaving little for the minor speakers to bring forward. It is recommended that in the future the subject be divided into distinct parts, so that a distinct phase of the subject may be assigned to each of the persons chosen for

discussion

The year has seen considerable improvement in school buildings. In Aguadilla the old barracks were fitted up as schools and the old municipal building abandoned. The barracks are about a quarter of a mile from the center of the town and some dissatisfaction has been expressed in regard to the location. It would, perhaps, be best to open two schools in the barrio of Higuey at the other end of the town. In Isabela the graded school erected by the department and opened for use this year has given eminent satisfaction. In Aguada two rural schools have been built by the board in the barrios of Guayabo and Mal-paso. Other rural buildings are to be erected by the department, but there is a crying need for better accommodations for the graded schools of this town. Land has been obtained for a rural school building in Isabela.

School work in the district has had to contend with inadequate funds, and great difficulties have been overcome only through the cordial cooperation of the local school boards.

#### REPORT OF DISTRICT No. 14, LARES.

Comprises the municipalities of Lares, San Sebastián, and Las Marías. Number of day schools, 52; number of teachers, 47; superintendent, F. E. Libby.

At the outset of the year the headquarters of this district was in the town of San Sebastian, but the disastrous fire which occurred in that town made it

necessary to transfer the headquarters to the town of Lares.

During the first few weeks of each school year there had been in this district a very low enrollment in the rural schools. During the month of September the local board of San Sebastián began holding informal meetings with the parents in each barrio. Two members of the board, accompanied by four or five teachers and the superintendent, made the rounds of the barrios. Notice was sent a few days previous to the meeting and in almost every case the inhabitants responded by filling the school building. Addresses were made upon different topics affecting the schools in the country districts, and the teacher for the year was presented to the audience. The local authorities in each barrio made an address of welcome, and thus friendly relations were established at the outset. At the close of the meeting opportunities were given to the parents to discuss particular difficulties in the way of sending their children to school with the president and the superintendent. Parents were invited to come forward and enroll all their children of school age, and in some instances an enrollment of over 80 pupils was obtained before the school opened. If, when school opened, the children did not appear they were sent for.

How effective these measures were is seen by the fact that at the end of the first week of the school year 1904-5 there were in 7 rural schools of the district 89 pupils enrolled, whereas in the year 1905-6 the number was 271. Another school not included in the above statement opened with only 26 pupils. Arrangements were made for a meeting, and the following Monday over 60 pupils came to school, and it was shortly afterwards put upon a half-time basis, with

an enrollment of 120.

By these means, together with close watching and frequent communication with the teacher, there was considerable improvement in the enrollment and attendance. In the first term of the year the average per school was 36.8 as against 25.2 in the previous year. At the date of taking the census, March 2, 1906, the number of pupils enrolled was 3,004, while on the corresponding date of the previous year the number was 2,201. These results have more than repaid the efforts exerted. In some schools the enrollment increased to such an extent that the number of pupils was greater than could be effectively taught

in one session. In these cases half-time sessions have, as a rule, been held. The teachers have accepted the additional responsibility cheerfully, and the results were far better than were anticipated, these schools comparing favorably with all day schools, both as to quality and quantity of the work done.

Up to the present time throughout this district English has been taught as a special subject by American teachers, who gave classes of twenty or thirty minutes, morning and afternoon, in all the grades except the first. A careful trial has been given this plan, and teachers have worked faithfully and conscientiously. Arrangements had been made to introduce English as a medium of instruction in the schools of San Sebastian, but this will now be impossible with the removal of the headquarters of the district to Lares.

A district conference was held at San Sebastián in February. These conferences are believed to be very important, if not an essential means of raising the work of the teachers to greater efficiency. It is recommended that general teachers' meetings should be held once or twice annually for discussion of matters of common interest to the teachers. It is believed that best results could be obtained by placing them directly in charge of the superintendent and giving

to the latter a prominent place in the discussion.

Prospects for the coming year are favorable from a material standpoint. In all three towns school boards are cooperating with the department. Poor rural buildings have been given up for better ones, and practically all have been painted. Much furniture has been purchased during the year. Las Marías and Lares have under contemplation the construction of rural school buildings. In the former town the graded school building erected by the department was completed and dedicated on the 30th of April. In Lares plans are being made for an addition to the graded school building. The fire at San Sebastián necessitated the closing of the graded schools for one week. While the greater part of the town was demolished, neither of the school buildings nor any of the school property, with the exception of a few books in the possession of the children, was damaged.

#### REPORT OF DISTRICT NO. 15, UTUADO.

Comprises the municipalities of Utuado and Adjuntas. Number of day schools, 42; number of teachers, 44; superintendent, Manual G. Nin.

During the year this district has had three superintendents, the present incumbent having assumed charge on February 1. The graded schools in the town of Adjuntas were found to be in good sanitary condition, but those of Utuado and Jayuya were in a very bad state. Efforts to secure an improvement were unavailing until two schools were closed by order of the board of health, with the result that the owners arranged for the improvement of the schoolhouses.

Rural schools throughout the district, with the exception of those built by the department, are generally inadequate. A number of them are too small to be used as schools. An effort will be made to improve these conditions the

coming year.

During the past year considerable attention has been given to school methods. An endeavor has been made to take up one subject after another and to bring to the attention of the teachers better methods of instruction. Upper grades throughout the district, beginning with the fifth in Adjuntas and with the sixth in Utuado, have been taught exclusively in English. In Utuado the second to fifth grades are taught on the half-time plan, arithmetic and language being taught in English and other subjects in Spanish. The progress made has been good.

The same methods for improving the general condition of work in the graded schools have been applied to the rural schools as far as possible. Meetings by the rural teachers have been held several times for the purpose of discussing methods of teaching. The official visits to the schools and the visits of the teachers to the superintendent's office have been utilized to give hints and suggestions which would tend to improve the general condition of work.

The agricultural school has given poor results. This is due in a large measure to the large number of very young pupils and to the fact that the teacher is obliged to give a large part of his time in teaching the rudiments of the "three Rs" instead of employing his time in teaching agriculture. It is recommended that in the coming year the present agricultural school be converted into a rural school and that the teacher of agriculture dedicate one day each week to instruction in five rural schools nearest the town, giving lessons to only about 20

of the most advanced pupils in each school. This plan would distribute the benefit of agricultural teaching while confining it to those children whose maturity was such that they might profit by it. Although some obstacles may be encountered in obtaining the necessary land, in general the plan suggested gives promise of fruitful results in teaching agriculture.

During the spring months a considerable number of teachers of the district were taken to the city of Ponce for the purpose of a visit of inspection to the schools of that city. Nothing which has been done in the district has had a deeper effect in awakening professional interest and improvement in school The advantages of this visit led to the formation of a model class for the teachers of the first and second grade. These classes were conducted in such a way as not to interfere with the work of teaching and an opportunity

was provided at the close of each week to discuss results.

The teachers' institute offered an opportunity to the teachers for discussion of particular problems, which proved a great benefit to all and particularly to the rural teachers, who, in a district like this, have rare opportunities of coming together in a body for the interchange of ideas and little opportunity for visiting other schools. The large attendance at the night session was an agreeable proof of the greater interest which is beginning to be felt in education in this district.

#### REPORT OF DISTRICT NO. 16, ARECIBO.

Comprises the municipalities of Arecibo, Camuy, Hatillo, and Quebradillas (the two latter having heretofore been annexed to Camuy). Number of day schools, 68; number of teachers, 72; superintendent, E. Landrón.

The town schools of Arecibo are housed in four different buildings. these, the Jefferson school, was erected by the department of education, and another, the Lincoln school, occupies the building formerly used by the industrial school, remodeled for school purposes. The remaining schoolhouses are rented. The school board has in contemplation the erection of an adequate school building, provided assistance can be obtained from the insular government in the form of a loan. Unsatisfactory conditions heretofore prevailing in the graded schools of Camuy and Hatillo will be removed in the coming year. The school board of Camuy has erected excellent buildings in both of these Land has been secured for the construction of a graded school in

As to the rural schools throughout the district, there is much room for improvement. Few of them are thoroughly well suited for the purpose, and

part of them are badly located.

The enrollment of the district shows an increase over the past year, due in part to the opening of new schools and in part to efforts made to secure a good enrollment. In both town and rural schools lists were made out at the opening of the year of those pupils who had attended school in the previous year and not returned. The names of the children and their parents were sent to the justice of the peace in order that pressure might be exerted to bring the children to school. In the town schools a truant officer was appointed, who gave his attention to the matter of enrollment and attendance. The visits of the truant officer to the houses of parents whose children had net attended school were generally effective in securing attendance of pupils without recourse to judicial authority.

In the town of Arecibo at the end of the year 1904-5 a special examination was held in English for the purpose of selecting pupils to attend schools taught in that language. Children obtaining a percentage of 70 per cent or over were selected to attend those schools, while those obtaining less than 70 per cent were distributed among the other schools of the city. In establishing the English schools pupils who had been promoted but with relatively low marks were required to take over again the work of the year, only those who had the high marks on promotion being permitted to attend the higher grade.

In this way an enrollment was obtained for 10 classes, which were taught exclusively in English by 4 American teachers and 6 Porto Rican teachers. English work received especial attention throughout the year, and special instructions for the teaching of various subjects were drawn up from time to time. The first effort was to build up a vocabulary, and drill in English occupied a large share of time at the outset. The progress of pupils in the English classes exceeded what was expected, and about the middle of the year it was thought advisable to examine the children of some rooms, and most of them passed into the next higher grode.

The good results of the special work in English spurred on the other teachers of the district to acquire the language, and before the end of the year teaching in the English language became practically universal. The results obtained in all the schools of the district show that the best plan to be adopted in the schools is to put them on the English basis from the first grade upward. Insistance is made on the first grade because the experience of the year seems to prove once more that the early life of the child is the most proper time in which to acquire the ability to speak a language.

#### REPORT OF DISTRICT NO. 17, MANATI.

Comprising the municipalities of Manatí, Ciales, and Morovis. Number of day schools, 40; number of teachers, 43; superintendent, Eugene W. Hutchinson. The superintendent reports that 8 rural schools assigned to the district could not be opened for lack of teachers, while for another rural school he was until the property of Morok.

able to secure a teacher until the month of March.

Night schools have not been very successful, except in the municipality of Morovis, where there is considerable excess of pupils of school age who can not be admitted to day schools. The night school at Ciales had to be closed on account of poor attendance. Good enrollment was obtained in Manatf and Barceloneta at the beginning of the school year, but many of the pupils were employed at night later on, when the grinding of the sugar cane began, and left the schools.

High enrollment in the schools has been the rule. In the graded schools an examination has been made by the superintendent in the cases of all pupils who were permanently dropped from the roll. This has discouraged the habit of allowing children to leave school on frivolous pretexts. Equal attention has been given to the matter of absences, and a high average has been maintained, which ought to bear good results in the school work. Efforts in this direction have been counteracted in some parts of the district by an epidemic of smallpox.

Attention is called to the increase of office work on the part of the superintendent. This has been considerable, owing to the new system of weekly reports. While formerly the office work could be done on Saturdays and even-

ings, it is not possible to do so at present.

Attention given during the past year to the organization and grading of town schools has had fruitful results. In Manati, where there are 9 graded schools under the direction of an acting principal, the grading is quite satisfactory, and the same is true of Ciales, where there are 5 graded schools. In Morovis there are only 2 graded teachers, each of whom is compelled to care for 3 grades, a state of affairs which can not result in very satisfactory teaching. Barceloneta has 2 teachers only, and the schools are overcrowded.

A very important adjunct to the graded schools of Manatí has developed in the form of a school library, founded by the school board for the exclusive use of pupils and teachers. The library has been made a real living part of our school work. In the upper grades much supplementary reading was assigned to the pupils during the year. The special topics assigned to the pupils in the recitations were always looked up with much interest by them, and in this way the books were utilized to the very best advantage. The books purchased are both in English and Spanish, but there are less of the former than the latter. The books in the library have been obtained from the following sources: Loaned to library by municipality, 40; given to library from private sources, 55; loaned from private sources, 337; volumes bought by school board, 287; total number of books, 719.

The teachers' institute was successful, but it is believed that such gatherings could be made more beneficial. The plan of the previous year, when a printed syllabus of the matter to be discussed was forwarded to the teachers, seems to be preferable. Under this plan the director can keep the discussion of the teachers more directly to the matter in hand, and by calling on different persons for opinions can maintain interest, at the same time insuring better rounded presentation of the subject-matter.

In the town of Manati considerable attention has been given to the teaching of English. There was only one teacher available who held an English graded license. He was placed in charge of a second grade, half the work in English and half in Spanish. The success of this plan has led the school board to ask for additional schools on an English basis next year. In other

grades instruction has been given in the English language in certain subjects. The teachers have had the assistance of the American teacher in preparing their work. The American teacher met the Porto Rican teachers three times a week in the afternoon for the purpose of supervising practice classes in English. Each Porto Rican teacher was required to prepare his lessons in regular turn and to conduct a recitation in the presence of the other teachers.

Increased interest in English among the Porto Rican teachers and the better results in the prescribed course of study, due to the improved organization of that course, led to eight teachers presenting themselves for the English graded

examination. Three were successful in passing.

The school board of Manatí has constructed one rural school building in the barrio of Boquilla and has a second under construction in the barrio of Rio Arriba Saliente. Sites are being sought for two additional buildings to be constructed by the department. A site was selected for a rural schoolhouse in Ciales. Both Manatí and Ciales need better buildings for their graded schools.

Seven normal school graduates were added to the teaching force last year, with beneficial results. The general level of efficiency of teachers in the Manatí district has probably been below the average, and in some of the municipalities this is an obstacle to proper development of the school work.

Fourteen pupils from the district were examined for the eighth-grade

diploma.

Considerable difficulty was experienced in the local administration of school affairs, especially in Ciales. The investigation of accounts in that district by Mr. González Font, of the department, revealed great laxity in the administration. Through this thorough investigation and the appointment of Mr. González Font as acting treasurer of the school board, order has been restored to the finances and the affairs of the board are in much better condition.

#### REPORT OF DISTRICT NO. 18, TOA ALTA.

Comprises the municipalities of Toa Alta, Corozal (formerly annexed to Toa Alta), Vega Baja, Vega Alta, and Dorado (the two last named formerly annexed to Vega Baja). Number of day schools, 38; number of teachers, 38; superintendent, A. Rodriguez y Diaz.

This district has always had to contend with the relatively meager resources of its school boards. In Vega Baja income is fairly adequate to school needs,

but not so in the other municipalities.

There are in the district no graded schoolhouses of modern construction, and the buildings which have been occupied by the schools of Toa Alta and Vega Baja have been very undesirable. The latter town is contemplating the construction of a modern building, which is greatly needed. During the past year Toa Alta was only able to maintain its schools by the generosity of some of its citizens, who gave the use of 5 rural school buildings free of charge to the local board.

The attendance in the schools in the latter part of the year was considerably diminished by the prevalence of children's diseases throughout the district. But in spite of this obstacle there was, on the whole, considerable improvement in both enrollment and attendance. Teachers as a rule were disposed to aid in the efforts made to improve conditions, and excellent results followed the plan of some teachers of personally visiting the homes of absent pupils to ascertain the reasons for nonattendance. In a few cases zeal outran discretion and the enrollment was forced up much beyond the seating capacity of the schoolhouses. In towns this difficulty was overcome by putting the first-grade schools on a half-time basis. This plan seems to have given quite satisfactory results, and the progress of the pupils has been equally good as when they attended two sessions daily.

Besides the annual conference conducted by the Department, there were local meetings of teachers held under the direction of the superintendent in Toa Alta, Vega Baja, and Corozal. In all of them very practical topics were discussed. Papers were presented by teachers and criticised by their fellows. At the conclusion, the superintendent summed up the discussion and added

his comment upon neglected phases of the subject.

Excellent progress is reported in the acquisition of the English language despite obviously unfavorable conditions. Teachers in the district have changed from year to year and often during the course of the year. One of

the difficulties encountered in the graded schools of Vega Baja has been the comparatively short time which the American teacher could give to each class. In some of the grades when the Porto Rican teachers are well advanced in English, they have been given charge of the preparation of the English lessons. When the American teacher has taken the class in hand, he has found the lessons well prepared and has been able to make correspondingly better progress.

#### REPORT OF DISTRICT No. 19, BAYAMON.

Comprises the municipalities of Bayamon and Naranjito and Toa Baja (both of which were formerly annexed to Bayamon). Number of day schools, 69; number of teachers, 51; superintendent, O. M. Wood.

Great advance has been made in the past year in providing better accommodations for the schools. At least 15 rural school buildings were vacated, contracts canceled, and better houses rented. In some cases new buildings were constructed especially for the schools by private persons, and in others better accommodatons were secured.

The rural school of Guaraguao Abajo has a good school garden where flowers and vegetables have been raised, and that of Santa Olaya is neatly fenced in and the grounds planted with plants and flowers. Two caminero houses have been utilized as rural schools.

In Bayamón proper there is need of additional accommodations for the graded schools. A loan has been obtained from the insular treasury for the purpose of making a temporary addition to the John Marshall graded school. This will give a temporary relief, and it is hoped that the resources of the board will so increase in the near future as to enable it to provide adequate accommodations. The barrio of Cataño will be well provided for by the new six-room schoolhouse now under construction. The town of Toa Baja hopes to have its new building erected within a few months.

Enrollment and attendance has received special attention through the entire district. In order to increase the effectiveness of the schools, enlarging the number of children under their influence, very extensive resort has been had to the half-time plan among rural schools. By this arrangment one group of children attend in the morning and another group in the afternoon. One group comprises the first-grade children and the other group the second and third grades.

In one case the half-time method was combined with the plan of consolidation in two adjacent and densely-populated barrios. It was decided not to put the half-time school method in operation at the outset, but to rent a school building between the two existing schools and consolidate. Under this arrangement Candelaria Arriba opened with 60 pupils of the first grade and Candelaria Abajo with 56, while the consolidated school had about 60 in the second and third grades. In less than a month the consolidated plan was augmented by the half-time plan, and the three schools ran under a united attendance of nearly 240 pupils, where there were last year two schools with approximately 100 pupils.

Of the twenty-seven rural schools in the district this year only six have allday schools. In the graded schools of Bayamon and Cataño this plan has also been used for the primary grades. As a result of this method there has been an increase of 40 per cent in the enrollment of the district. So general an adoption of the half-time plan raises the question of its adequacy. It can not be denied that it involves increased labor in instruction and the added responsibility of two registers and increased equipment. In the rural district the plan has been satisfactory to parents, but in the towns some few complaints have been received from parents who felt that the school ought to take care of the child the full day instead of half the day. As to the children, the results have been very satisfactory. A close comparison of the quantity and quality of the work done during the year in both half-time and all-day schools shows strongly in favor of the former. This is due not only to the fact that the actual time of teaching in each grade is not greatly shortened—there are for the first grade no periods when the teacher is giving the greater part of his attention to other grades—but also to the improvement in the instruction itself. Concentration on the part of the teacher has had good results. These results have been obtained without any special selection of teachers for the work.

A few experiments along the line of child study and development made in the graded schools this year so awakened the interest of teachers and parents in the work that the common council has voted the sum of \$250 for the purchase of a stadiometer, a dynamometer, scales, and an ergograph in connection with a few other instruments, that a pedagogical laboratory may be mounted on a small scale for exact and scientific observations. We shall have associated with us in this work Dr. M. Fernández Náter, a successful practitioner and an authority on infirmities of children. We may look forward with pleasure to systematic research, the results of which may be applied immediately to pedagogical work. The quick response of the ayuntamiento and the people of Bayamon shows a progressive spirit far in advance of many a large city of professed culture in the United States.

One feature of the school administration of the past year was the room for defectives, in which were grouped truants and backward children. One of the best of the graded teachers was selected to take charge of the room and the work was specially arranged. Excellent results were obtained. As the children advanced in their studies they were retransferred to their rooms to go on with the regular classes, and their places were taken in turn by others who

needed assistance.

For the first time in the Bayamón district a number of pupils completed the eighth grade. Of 12 candidates, 8 were successful in passing the examination. The work was generally satisfactory, and the high average obtained by the class as a whole in arithmetic was particularly gratifying.

A course of study has been the subject of special consideration among the teachers. They were formed into classes for the purpose of studying the

course of study and an examination was held upon the results.

The amount of good accomplished in the night schools of the towns of the district has, of late years, been problematic. Some results have been obtained, but it is questionable whether they have always been in proportion to the

efforts put forth.

The proprietors of the different tobacco factories lent their assistance, and no boy was given employment unless he presented a card showing that he was in regular attendance upon the night school of the town. In this way we were assured that as long as the boy had employment in the town we could enforce his attendance. This gave us material assistance, but other factors, such as that of shifting population, referred to under another heading, entered the problem, to our great discomfiture. The attendance is entirely disproportionate to the enrollment and highly unsatisfactory. Though the teachers have labored hard and have displayed interest, yet the results are not what we expected. We have the consolation, however, that we know just where and how we have not achieved the fullest results, and therefore are in a position to do much better work next year.

English instruction in the district has not been altogether satisfactory, as teachers have been frequently changed. An effort was made in this year to correct this. English teachers were called together in a conference and a uniform method was formulated in the district. Arrangements were made for the teaching of arithmetic in all the grades by native teachers. This had for its purpose the development of the language faculty. Model classes, attended by all the teachers, were given two or three times each week under the supervision of the English teacher, who was thus made the supervisor of all English work in the building where he taught. Recitations under the direct charge of the English teacher were devoted in part to the teaching of arithmetic, and arrangements were such that at any time the work of the English teacher might be omitted and a Porto Rican, under her supervision, called upon to take the class. Graded teachers were required to make careful preparation of their work, and these plans of work were inspected by the English teacher before the opening of school.

The results of these changes were exceedingly beneficial, and the experiment was voted a success by all concerned.

One of the special problems of school management in this district arises from the shifting character of its population. The tobacco industry has brought an intelligent but companying classes.

intelligent but somewhat nomadic element among the working classes.

A monthly conference of teachers has been held in the district. The teachers met to study and discuss methods and observe model classes in two or more studies, which were conducted by the best teachers in the district where the institute was held. Free discussion of the work followed, which brought out

the excellences or the defects of the method. Both graded and rural teachers were called upon to conduct such model classes. Public meetings were held and addresses made by representatives of the local school authorities and of the

department.

The year just closing has been one of much value to this district. The efforts of the department to make thorough tests, statistical and otherwise, of the work of the schools and to place results of such tests at the disposal of all concerned has given us the benefit of comparative conditions as they exist in different parts of the island and has been of great value in the conduct of the work. Undoubtedly the work of these statistical forms has been somewhat heavy, but they have touched matters of vital interest, and the labor spent upon them has been amply rewarded. The work of the district superintendent is growing every year more varied and more exacting. Supervision, as outlined by the department and as it develops in the practical work of the districts, is becoming more systematic. Greater system means better results, and the work develops in interest to the superintendent, compensating him in part for increased responsibilities and augmented labor.

#### EXAMINATIONS.

#### OFFICE OF SUPERINTENDENT OF EXAMINATIONS.

The department conducts annually a variety of examinations for pupils of the schools of the island aspiring to the eighth-grade diploma, for licenses to teach in the schools of Porto Rico, and, for the teachers themselves, examinations in English for Porto Rican teachers and in Spanish for American teachers. The superintendent is aided by an examining board, which assists in the preparation of questions.

It is gratifying to note a general improvement in the results. This has been obtained by better preparation and by insistence upon greater care in recommending candidates for examination. Happily this greater rigor has not been accompanied by any substantial falling off in the number of candidates.

# EIGHTH-GRADE DIPLOMAS.

Examinations for the eighth-grade diploma were held very generally throughout the island. This is in itself noteworthy, as in former years a number of districts were without candidates. While the measure of success was far from uniform in the various districts, the general results were encouraging in comparison with earlier years. This is due doubtless to the fact that the applicants had obtained a larger part of their preparation in the schools established since the American occupation of the island. As time progresses we shall have a better test of the efficiency of our work, when the applicants will have obtained all their preparation in our schools.

A careful study was made of the results of this examination, with a view to exhibiting to superintendents the value of proper preparation. Candidates were divided into classes according to whether they had a full year's training in eighth grade or only a part of the year, or whether they had ever been formally rated as eighth-grade pupils, distinction being made also of those who were prepared in eighth grades taught separately and those who were taught in eighth grades in the same room with pupils of lower grades. As was to be expected the best-prepared groups showed the largest percentage of success.

#### TEACHERS' LICENSES.

Examinations for licenses as rural teachers have been eminently satisfactory. It is true that the manual of examinations established fixed standards for the admission of candidates, requiring as a rule the eighth-grade diploma, which were more rigorous than those of former years. As a result the number of applicants dwindled very considerably. Yet the number who passed in the fiscal year 1906 is only slightly less than in the previous year.

Examinations for graded and principal licenses gave little result. Papers were perhaps marked more severely than in the past, but it is probable also that the proportion of well-qualified applicants was in reality smaller. Access to the higher grades in the teaching profession is more largely sought through the normal school than in former years by the younger teachers, and it is probable that those of the older teachers who are qualified for the higher ranks have already taken and passed the examination.

## ENGLISH EXAMINATIONS.

The law prescribes a graded course of study in English for the Porto Rican teachers. In the past year more attention was given to this work than ever before. Teachers were classified according to their knowledge of English in advanced, intermediate, and elementary classes. For the latter the assistant commissioner prepared a special text-book "Lessons in English" which was used with marked success. The results of the year's work have been quite An examination of the results showed, however, that the matter of classification had been very unevenly handled. In some places it worked to the disadvantage of the teacher, placing him in a class higher than that in which he actually belonged; in others it worked to his apparent advantage by the contrary classifi-These facts were set forth in a circular addressed to the superintendents, and attention was called to the need of very careful classification if the best results were to be obtained.

In his report, the superintendent of examinations, Mr. E. C. Hernández, calls attention to the great utility of the manual of examinations issued in Spanish in November, 1906, and recommends a new

and revised edition in English.

The provision that pupils successful in at least half of the branches, but not in all, might receive credit in the branches in which successful has worked well. Credit is given only in the branches where the applicant receives more than the general passing mark and is lost if the applicant is not wholly successful in the next succeeding

The results of the examination for eighth-grade diplomas were as

follows:

Year.	Candidates.	Successful.	Per cent.
1905-6. 1904-5.	447 364	· 210	46. 98 21. 70

In 1906 credits in several subjects were also given to 117 of the unsuccessful candidates, and it is probable that in September a considerable number will receive their diplomas. The results of examinations for rural teachers' licenses have been as follows:

Year.	Candidates.	Successful.	Per cent.
1905–6		25 38	31, 65 11, 18

Examinations of Porto Rican teachers in the English language were held in May and June, with the following results:

	Advanced course.	Intermediate course.	Elementary course.	Total.
Took examination	171	325	469	970
Passed		319	389	87 <b>9</b>
Failed		7	80	91

The examinations are oral and written, and it is recommended that the committees in charge of oral examinations be reduced to not more than two in number for the purpose of securing greater uniformity in marking.

An examination was held in July for applicants for appointment

as preparatory teachers. Of 187 applicants, 77 were successful.

It is recommended that if examinations in Spanish for American teachers are to be continued, provision be made for regular instruction of the teachers.

It is further recommended that examinations for principal teach-

ers be simplified and that they be held twice annually.

The whole number of persons examined from July 1, 1905, to June 30, 1906, was 1,558. Since July 1, 1906, further examinations to the number of 261 have also been held.

#### BUSINESS RELATIONS.

#### DIVISION OF PROPERTY AND ACCOUNTS.

The business relations of the department are now concentrated in the division of property and accounts. All expenditures of the department are made through this division, and all expenditures for educational purposes by local boards pass under its supervision. Accounts are kept here also of the text-books and other property belonging to the department.

## EXPENDITURES.

Since the establishment of the disbursing office of Porto Rico actual disbursements are not made in the several departments, but the work of preparing vouchers and verifying same is still under their charge. In the department of education, with its pay roll of nearly 1,500 persons and with its considerable miscellaneous expenditure, this work is not only heavy, but responsible. As it is necessary

at any given time to know the exact state of the appropriations, books must be kept of all expenditures in order that the information needed in the daily administration of the schools can be readily supplied. Some difficulty necessarily arose at the outset in defining relations between the newly created bureau of disbursements and this division. These difficulties are now in the way of solution.

## SCHOOL PROPERTY.

The property in use in the schools is divided into two classes, expendable and nonexpendable material. The former includes supplies of all kinds and the latter chiefly text-books. With respect to expendable material a careful system of distribution of supplies is in existence which insures as nearly as practicable an equitable distribution of material. Superintendents are looked to for a discreet use of

the material supplied to them.

In the matter of text-books, allotment of new material is made upon requisition to the superintendents. The examination of these requisitions involves a consideration of the number of books on hand in a given district and the number of schools in which they are to be used. Exact formulas for the distribution of text-books can hardly be established, and it is believed that any hard-and-fast rule would work hardship. So far as possible the needs of each district are taken into consideration in connection with the resources at the disposal of the department for the purchase of books. After the distribution of books, superintendents are held financially responsible for the material intrusted to their care, and this responsibility is in turn shared by the principals, graded teachers, and rural teachers to whom books are intrusted for use. From time to time accounts are adjusted and settlement made between superintendents and the department. parative uniformity in text-books in the several districts reduces the number of articles for which the superintendent is responsible, and such simplification facilitates the keeping of accounts.

#### TEXT-BOOKS.

Allusion has been made in former reports to the difficulty of securing proper text-books for the use of our schools. This difficulty is disappearing with the increased use of the English language in the schools, especially in the upper grades, which gives us a much greater liberty of choice, and also with the translation of standard works adapted for the lower grades into the Spanish language. The introduction of copy books having a portion of the words and sentences to be written in Spanish has had very excellent results. The next year will witness the introduction for use in lower grades and rural schools of an arithmetic in the Spanish language, the translation of which has been supervised by the department. Text-book reform is always very gradual. No school administration would think of destroying or discarding books which are fit to use. Where a text-book is once established, it can only be supplanted as the books in use wear out and become unfit for use.

The report of the chief of the division of property and accounts, Mr. C. O. Lord, states that with the establishment of the disbursing

office of Porto Rico a proportionate assignment of the appropriations for salaries and office contingent expenses in the different departments was made and a part of the clerical force engaged in the disbursing work was assigned to duty in the new bureau. A misapprehension of the work of which the department would be relieved of resulted in considerable embarrassment, caused by an inadequate clerical force left in this department.

During the year there have been prepared for payment 13,900 vouchers, representing a total expenditure of \$647,519. This involved the approval of each item of the above total with any correspondence arising in connection with it, and the record of all appointments, resignations, suspensions, and other changes in the force of over 1,300 employees of the department. The following statements

Regular appropriations

summarize the financial operations of the department:

Regular appropriations.	
Receipts: Appropriations for the year 1905–6 Refunds to various appropriations	
Total	609, 751. 02
Expenditures:  Office of the commissioner, salaries and incidentals \$28, 597, 50  Office of disbursements, salaries and incidentals 5, 887, 00	34, 484, 50
Superintendents of schools, salaries, travel, etc Common schools, salaries and incidentals High and graded schools, salaries and incidentals Industrial schools, salaries and incidentals Text-books and supplies	33, 456, 30 408, 525, 42 35, 956, 82 25, 929, 75 25, 702, 53
Library and museumScholarships in the United States and in normal schoolBalance	91, 45 19, 967, 67 25, 636, 58
Total	609, 751. 02
School extension in Porto Rico.	
General fund: Balance	\$20, 110. 05
Repayments by municipalities and school boards of proportional shares of cost of school buildings	19, 228. 19
Total	39, 338, 24
Expenditures: General, salaries, travel, and contingent	40.050.55
Balance:	13, 379, 77 25, 958, 47
Total	39, 338. 24
Erection of buildings—balance	
Expenditures: Payments on contracts	42, 584, 09 24, 997, 67
Total	67, 581. 76

Receipts (including balances July 1, 1905) and expenditure upon the foregoing and other funds at disposal of the department during the fiscal year 1905-6.

## RECAPITULATION.

	Receipts.	Disburse- ments.
Regular appropriations School extension in Porto Rico (trust fund) Establishment and maintenance of industrial schools (no fiscal year) Establishment and maintenance of industrial schools (trust fund) Common schools equipment (no fiscal year) Repairs to San Francisco Barracks Balance June 30, 1905.	152. 47 8, 453. 11 6, 746. 86	4, 41 <b>4</b> . 27 6 701 05
Total	739, 062. 11	739, 062. 11

The value of the property handled in the course of the year was approximately \$70,000. In the receipt and distribution of such property 228 orders were issued and 241 invoices made and sent out, the same number of receipts filed, and 43,108 books received and 51,613 issued. During the year 4,181 lost books have been paid for by the teaching force of the island, besides sundry items of school property.

#### LOCAL ADMINISTRATION OF SCHOOLS.

## Assistant Chief of Division of Property and Accounts.

Relations exist between the department of education and the local school boards through the audit of the accounts of the latter bodies.a They are responsible for the local administration of schools, expenditures for rent and care of school buildings, and other allied objects being intrusted to them. They pay to teachers a monthly allowance in lieu of house rent. Allusions were made in my last report to the beneficial results of the system of auditing the accounts established for such boards. In former days the great majority of the boards closed up their yearly accounts considerably in debt. At the present time this has largely disappeared. The school boards are out of debt and as a rule are paying their obligations promptly. They have in the main cooperated with the department for the purpose of securing economy in administration.

During the year new boards have been created in a number of municipalities recently disannexed from others. The creation of these new boards by law has considerably increased the labors of the Department and has introduced an element of considerable difficulty in estimating the propriety of proposed expenditures for

1906-7.

With two years' experience to guide us, the time seemed ripe for codification and revision of the rules and regulations governing the accounting of school boards. As it was especially necessary to bring these rules and regulations to the attention of the new boards, it was deemed wise to issue the new regulations in parts. Two of them, referring to the budgets and accounts, have already been issued. third section of general instructions is in preparation.

a See Statistical Tables 29, 30, and 31.

The section in relation to school budgets describes very fully the purposes for which expenditures should be made, and for the better carrying out of instructions printed blanks for the preparation of budgets have been sent to the several boards. In these regulations especial attention was given to the matter of receipts. One of the difficulties of school administration heretofore has been the exaggerated estimates of probable receipts, resulting in an uneconomic administration and frequently involving the boards in debt, since expenditures were generally authorized in excess of probable income. An analysis of the tax returns upon which the school-board income is based has enabled us to adopt a simple rule, the effect of which will be to gauge much more closely than has ever been done before the probable income of the school board.

In the matter of the accounting of school boards the department had heretofore prescribed certain forms to be used as vouchers and certain forms to be used in reporting accounts to the department for examination. It had, however, done nothing to facilitate the preparation of such accounts. On July 1, 1906, however, a change was introduced. Every school board in the island was furnished with a set of books especially prepared for a simple system of bookkeeping which would aid in the preparation of reports required by the department and at the same time answer all the purposes which the

board might desire.

The present form of school-board accounts enables us to make comparisons between the different boards. These comparisons in many cases afford useful indications of the efficiency of school administration in the different sections. The department has from time to time issued circular letters to the school boards furnishing comparative statistics which have been helpful in school administration, as well as in the administration of the office, since it has enabled us to answer many points of correspondence by a reference to the statistical

data in the hands of the several boards.

In his report upon the school boards the assistant chief of the division of property and accounts, Mr. A. González Font, calls attention to the fact that the general system of auditing established for the school boards in the beginning of the year 1904–5 has been continued without substantial modification. It is an essential part of the system that school-board treasurers should make all disbursements by checks on the basis of vouchers prepared in duplicate and signed by interested parties, and that they should render monthly accounts to the department of education on their payments, submitting these vouchers as proofs. As experience has been gained in this system of accounting many modifications have been introduced in the form of these documents. Revised forms of vouchers have been issued, which offer additional guarantees for the correctness of the accounting and give added facilities to the monthly statements made by the school-board treasurers to the department.

These reforms have been made as the result not only of the inspection of accounts in the office, but especially through visits of the official in charge to the various school boards and an examination of records kept and methods pursued in the office of those boards. As it appeared evident by these examinations that by reason of the inexperience of many of the treasurers the books used by them were not so constructed as to facilitate the preparation of the report required

by the department, the department has established a uniform system of bookkeeping for all of the boards. It has printed three important books devoted, respectively, to "cash," "budget," and "individual accounts," which it has furnished to all the school boards in the island. The system of accounting which these books require is extremely simple, and the books are adapted to give to the boards at any time all the information they need with respect to their funds and to their expenditures made or to be made with reference to the

several items of expenditure. In any system of public expenditure it is not only important that the several items of expenditure be clearly and succinctly set forth, but it is equally important that the aggregate expenditure authorized should not exceed the probable receipts. Considerable attention has been given, therefore, to the estimates of receipts. In former years when the school-board income depended upon the aggregate municipal income anything like a satisfactory determination of the probable receipts was extremely difficult. At the present time schoolboard income is a fixed percentage of the general property tax, and is therefore susceptible to much closer calculation. When first imposed the boards calculated that all of the taxes assessed would be collected, and in the first year found themselves in debt, as the collections failed to equal the amount assessed. The uncollected taxes appeared to the boards in the light of an important asset, and in the following year they assumed that they would receive not only the taxes assessed for that year, but also all of the back taxes. This system was continued for a number of years. It overlooked the fact that rarely are the taxes assessed in any one year wholly collected in the same year. Where special circumstances do not intervene it is more than likely that the back taxes collected in the present year will be approximately equal to the amount of this year's taxes whose collection will be deferred and will not be received by the tax collector until a later period. It is clearly obvious that taking a series of five years the receipts for any one year would be approximately equal to the taxation assessed for that year. The department has prescribed that no account be taken hereafter of back taxes. The beneficial effects of this measure will first show themselves in the returns for the year 1906-7, the first year in which the rule was adopted.

In spite of the inaccuracies in the calculation of receipts above noted, there has resulted a marked improvement in the financial condition of the school boards, which can be in a large measure ascribed to the facts that their receipts from being miscellaneous in character have come to be simple and readily ascertainable, and second to the painstaking auditing of the accounts of the school boards which has taken place in the department of education. This improvement is noted in the fact that while the school year 1903–4 closed with debts on the part of the school boards to the amount of \$52,000 this deficit was reduced in the following year to \$27,000 and in the year 1905–6, just completed, to \$9,215.27. Outstanding debts affecting a group of organizations such as the school boards are generally offset in part by cash in hand. In former years, however, cash in hand has been considerably less than the amount of debts, but in the year just closed, 1905–6, the bank deposits of the various boards at the close of the year amounted to \$43,878.24.

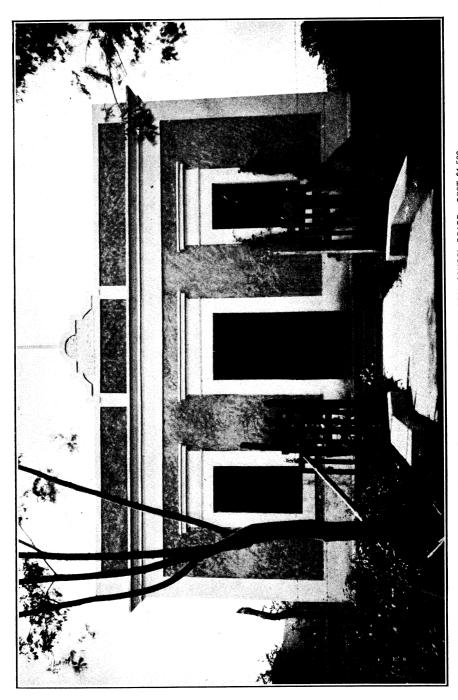
The experience which has been gained in the past two years and the difficulty experienced by many of the boards in placing their accounts in proper shape has led to the printing of special forms for the budgets of the several boards. These printed forms have been supplied to all the boards, together with instructions. The first instructions to the school boards were issued in the form of a mimeographed letter which was added to from time to time by supplementary instructions. The creation of a number of new boards and the exhaustion of the supply of available instructions has led to a revision. This revision is now partially complete. Two pamphlets have been issued relating especially to the preparation of budgets and to the keeping of books. A third pamphlet of general instructions will make up a complete regulation of the accounting

of the school boards.

The extraordinary labor involved in the audit by two persons alone of the accounts of 45 different school boards has prevented as complete a field inspection as is desirable. None the less a large part of the school boards have been visited by the officer in charge of this work, accounts investigated, and methods of transacting business discussed. Difficulties in particular boards, arising sometimes from inexperience, sometimes from lack of attention, and sometimes from criminal negligence or design, have led from time to time to extensive investigations. These investigations have resulted in the restitution to the school funds of money improperly withdrawn from In nearly every case order has been established out of chaos. A complete record of these investigations is contained in the report of the officer in charge. Without going into further detail, it may be said that they reveal every imaginable kind of error, neglect, and maladministration of funds. In one case in particular, that of Ciales, every payment which had been made by the board had to be investigated, and the head of this division was named treasurer pro tempore of the board. Many weeks were required to straighten out the confused accounts of this board. On the other hand, it is to be noted that these are exceptional cases, and that in the majority of municipalities affairs are well conducted in a thoroughly businesslike manner.

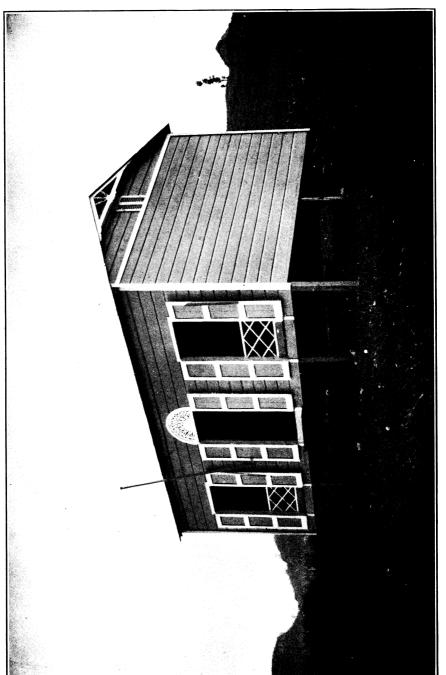
The recent law of the legislature has disannexed 19 municipalities, in which, beginning with June 1, 1906, were established independent school boards. Much labor has been involved in instructing these new boards in the system of accounting prescribed by the department. Some difficulty was experienced in securing proper fidelity bonds for the treasurers. Most of the towns are small, and there was some difficulty in obtaining suitable persons as treasurers of the boards. This difficulty has been in part overcome by a recent law of the legislature which makes teachers eligible for these appointments.

The general results of the system of accounting herein referred to have been most excellent. Not only is the department in a better condition to understand the situation in the several municipalities, but the boards themselves are much better informed as to their own affairs. Consequently the result has been to the general benefit of the administration of the schools. Unreasonable demands for teachers whom they could not support and for schools which they could not open have become less frequent. Complaints from private persons that they were not being paid for the rent of houses by the



RURAL SCHOOL (1 ROOM), JUANA DIAZ. ERECTED BY LOCAL SCHOOL BOARD. COST \$1,500.





RURAL SCHOOL (1 ROOM), MANATI. ERECTED BY LOCAL SCHOOL BOARD. COST \$600.



260, 815. 70

school boards have almost disappeared. A cordial relation has been established between the department and the school boards, and from its general survey of the situation in the island, from its record of the experience of the school boards, the department is in a position to give advice of a thoroughly practical nature upon many points concerning which the opinion of the department is requested by the school boards. The assistant chief of the division of property and accounts makes the following recommendations:

1. That legislation be procured giving to the school boards the same resources which they had in the year 1904–5. At that time they enjoyed 20 per cent of the property tax, while at the present

time they have only 17 per cent.

2. That the school-board treasurers be appointed for four years.

3. That the school-board treasurer, instead of receiving a fixed percentage of his disbursements, should receive such percentage as might be determined by the board within the maximum fixed by the present law.

4. That the bonds of school-board treasurers and the applications

therefor be printed in both Spanish and English.

The report terminates with the following summary of the accounts of the school boards:

# Receipts.

To balance deposited in the American Colonial Bank in favor of the school boards	
Total amount received by treasurers of school boards from July 1, 1905, to June 30, 1906	260, 577. 09
Total amount retained by the treasurer of Porto Rico during the fiscal year 1905–6 in payment of loans and for the construction of	
schoolhouses	14,544.55
Total	304, 693. 94
Disbursements.	
Payments made during the fiscal year 1905-6:	

Rent of schoolhouses	\$68, 171. 65
House rent of teachers	81, 055, 63
Salaries employees	31, 266. 08
Contingent expenses	6, 082, 20
Equipment and furniture	11, 766. 78
Text-books and supplies	
Extraordinary expenses	,
Total	246, 271. 15
Amount paid on account of loans and for the construction of schoolhouses	14, 544. 55
Balance	

Total 43, 878. 24

Total \_\_\_\_\_\_\_ 304, 693, 3
To balance deposited in the American Colonial Bank to the credit of the school boards \_\_\_\_\_\_ 43, 878, 3

## SCHOOL BUILDINGS.

The division of school extension was created some years ago for the purpose of administering such portions of the trust fund as was allotted to the construction of school buildings. Plans and specifications for buildings are prepared by the division, contracts let, and the actual work of construction supervised by its field inspectors. With the gradual exhaustion of the trust fund, and the increase of school construction by the local boards, the preparation of plans and specifications and contracts occupies a relatively larger share of time

than before.

The building of schoolhouses by the department dates from 1901, when the first money was allotted to it from the trust fund for school buildings. From that time to June 30, 1906, the aggregate sum available for school construction was \$535,028.46, of which \$487,276.50 consisted of direct grants from the trust fund, and \$47,751.96 has been paid by municipalities and school boards. Expenditures have been \$484,072.32, leaving available for expenditure June 30, 1906, the sum of \$50,956.14. This will be somewhat increased during the year by the repayments still to be made by municipalities and school boards.

Allotments were made in the first instance in the year 1901–2 from the trust fund in the amount of \$220,000 to a general fund for school extension in Porto Rico. From this general fund the earlier graded school buildings and all rural school buildings have been erected. No further direct allotment to this fund has been made, but it has been increased by the repayments of municipalities and school

boards and by transfers.

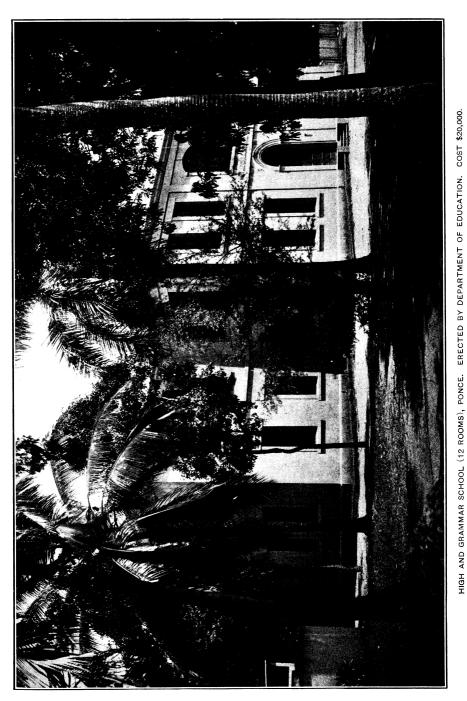
Begining 1902–3 allotments were made to the department for the construction of specified schoolhouses. Generally, a contract was entered into with a municipality or a school board, by which the latter was ultimately to pay half or more of the cost of constructing the buildings by annual repayments to the treasury of Porto Rico. Allotments were made in the aggregate of \$267,276.50, though this sum has been reduced by a reallotment of one sum of money which included the transfer of \$3,200 to the general account. All of the buildings contracted for have not yet been completed, and there is a balance of \$13,409.23 to the credit of these allotments. Upon the finished buildings there is an unexpended balance of \$11,588.44, which represents an actual saving, which will be transferred to the general account as available for other buildings.

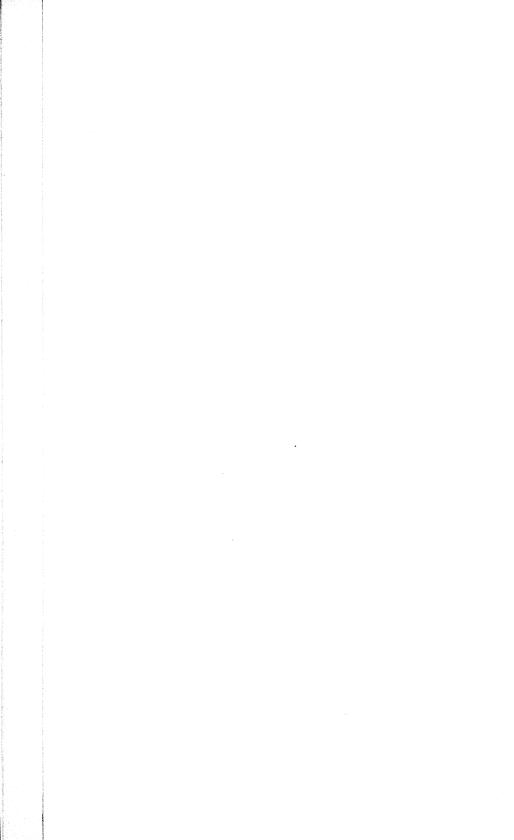
Specific allotments have altogether ceased, and the only sums available for future construction are the savings already made on completed buildings, possible savings on the unfinished buildings, the further payments to be made by municipalities and school boards,

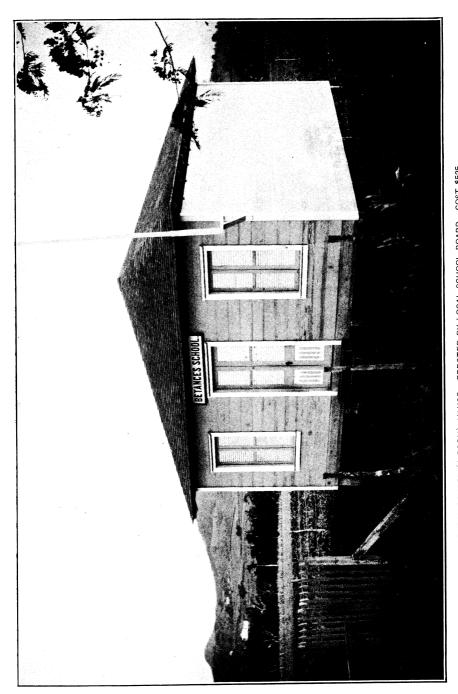
and the balance on the general account.

As all of this balance except what is needed for current general expenses has already been pledged, the building activity of the department after the close of the present year will almost cease with the fulfillment of outstanding pledges. For a very few years more it will receive a small income from the belated payments of municipalities and school boards, which may enable it to maintain an advisory staff, but will not permit any construction except perhaps an occasional rural school.

The general fund has been drawn upon of late to construct or aid in the construction of graded school buildings. While it has been the policy of the present administration to favor the construction of rural buildings, it was found that there were a number of quasi agreements with various municipalities which could not be ignored. Moreover, the extreme uncertainty of titles to land in rural districts







RURAL SCHOOL (1 ROOM), YAUCO. ERECTED BY LOCAL SCHOOL BOARD. COST \$525.



and the consideration that as much time and trouble are required to obtain the land for the erection of an inexpensive building in the country as for a more pretentious town building has favored the con-

struction of graded schools.

The larger buildings at Ponce, Isabela, and Patillas, mentioned in my last report, have been completed. The former is a handsome masonry structure for the use of the high and grammar school of Ponce. The buildings at Isabela and Patillas are of frame construction, simple in style, but admirably adapted to their purpose. During the year buildings similar in type, but differing in details, have been erected by the department at Mariaco and Las Marías.

The department has nearly completed a six-room masonry building at Cataño. It has awarded contracts for a frame building at Toa Baja, the greater part of the cost of which will be borne by the school board, which has obtained an insular loan for the purpose. Plans are nearly ready to be advertised for a masonry building at Vieques and frame buildings at Aguas Buenas and Quebradillas, when sites for the same shall have been secured or other formalities completed.

Plans for simple but adequate rural schools have been provided, but none have as yet been constructed. Great difficulties have been encountered in securing sites with a perfect legal title. After much effort such sites have been secured at a number of points and building

should soon begin.

Mention was made in my last report of the growing interest in school construction among the local school boards. To stimulate construction of rural schools, the department offered, at the outset, to duplicate the work of the school boards, but its available funds no longer permit it to do so. The school board of Yauco has built from its current funds two buildings upon plans prepared by Mr. Manuel V. Domenech, at a comparatively small cost. Aguada has built upon the same plans, while Manati prepared its own plans for a very satisfactory small building, built from proceeds of an insular loan. These buildings were constructed of wood, at prices not exceeding \$600. The school board of Juana Diaz preferred masonry constructions, and was fortunate in securing two very excellent buildings at a cost of about \$1,500 each. Much of the credit is due to the clerk of the board, Mr. Juan Bautista Romeu, who prepared the plans and supervised the entire work.

Current funds of the school boards are not adequate for large enterprises, but the very favorable terms upon which they can obtain loans from the insular treasury—3 per cent interest and repayment in equal annual quantities in a term of years not exceeding fifteen—places them in a position to undertake the erection of larger edifices. In so doing the annual charge against the boards is often not much larger than the annual cost of the buildings previously rented for school purposes. The first board to avail itself of this method of school construction was that of Camuy, which, with the proceeds of an insular loan, supplemented by the treasury of the board, has constructed two excellent four-room buildings of the Isabela type at Camuy and Hatillo. The school board of Coamo has nearly completed a six-room masonry building on the Juana Diaz type. The department is desirous of aiding these efforts of the school boards to the utmost possible extent. The plans, specifications, and contracts were prepared by the department in both cases, and at the

request of the school board of Coamo, an inspector was detailed to supervise construction. Loans have been granted by the insular government to Lares, Río Piedras, Bayamón, Salinas, and Patillas for school construction, and applications are pending from Juana Diaz, Manatí, Guayama, Arecibo, and San Juan.

In the construction of graded school buildings school extension

has had the following development:

1. Construction by department free of cost to local authorities.

2. Joint construction, the department advancing the entire cost and the local authorities agreeing to repay a share of the cost in a stated number of years.

3. Joint construction, the department paying a part of the cost and the local authorities paying the remainder, either from current funds

or loans from the insular treasury.

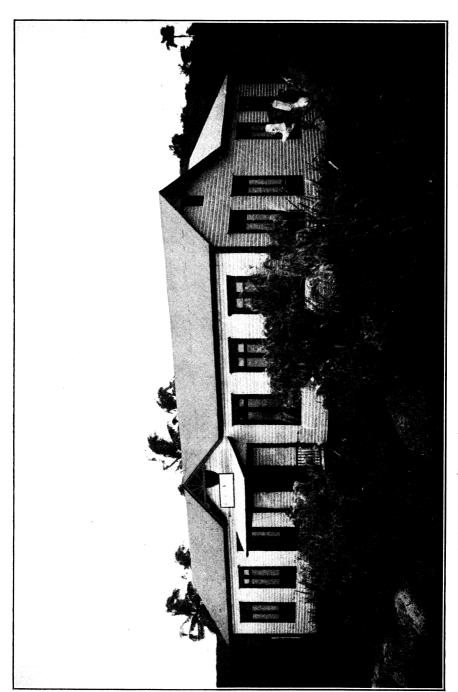
4. Construction from the funds of local boards, obtained either from current funds or insular loans, the department furnishing plans and supervision when so requested.

In the construction of rural schoolhouses there has been no joint action, either the department or the school boards having borne the

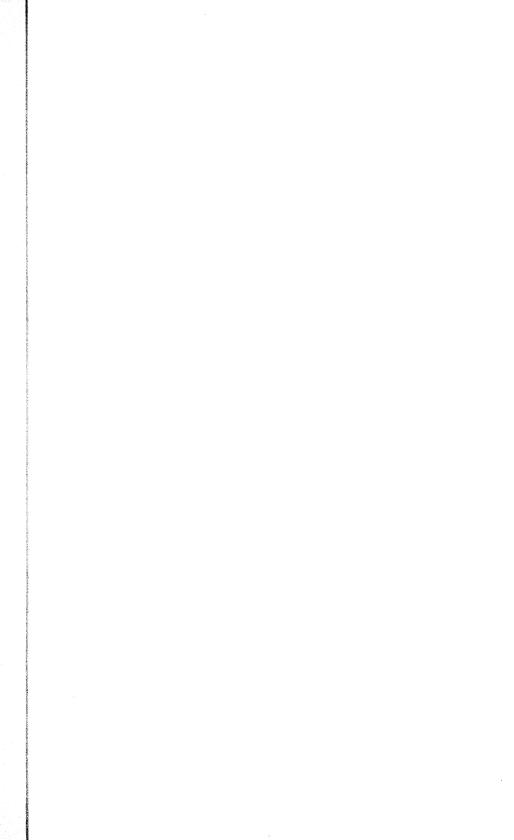
entire cost.

In his annual report the acting chief of the division of school extension, Mr. L. D. Lindsley, presents a statement of all expenditures for school extension made since the work was initiated, supplementing the statement in the report of this division for 1903–4. In its main results it is as follows:

$General\ fund.$		
Receipts:		
Allotments, 1901–2		\$220,000.00
Repayments—		
1902–3	<b>\$</b> 585. 37	
1903–4	12, 234. 30	
1904–5	15, 704. 10	
1905–6	19, 228. 19	
		47, 751. 96
Transfer from account erection of buildings		3, 200. 00
Total		270, 951, 96
Expenditures:		
Salaries, traveling expenses, contingent and office		
expenses, etc.—		
1900-1901	2, 402, 82	
1901-2		
1902–3		
1903-4	. ,	
1904–5		
1905-6	7, 892, 05	
-		49, 057, 84
Erection of graded and rural schools and repairs		,
to buildings—		
1900–1901	15, 462. 97	
1901–2 1	40, 587. 27	
1902–3	23, 770. 59	
1903-4	8, 848. 00	
1904–5	1, 780. 00	
1905-6	5,486.82	
·		195, 935. 65
Balance June 30, 1906		25, 958. 47
Total		270 951 96



GRADED SCHOOL (4 ROOMS), CAMUY. ERECTED BY LOCAL SCHOOL BOARD. COST \$3,500.



Erection of specific buildings (including normal school group separately stated in report of 1904).

Receipts:	
Allotment as per an attached schedule (not reproduced in this	
summary)	_ \$267, 276, 50
, , , , , , , , , , , , , , , , , , , ,	
Expenditures:	
Erection of buildings—	
1901-2 \$36, 733. 3	3
1902–3 57, 445. 2	8
1903-462, 923. 6	6
1904–5	7
1905-6 42, 584. 0	
1000 0	
Transfer to general account	
Balance June 30, 1906	
Darance June 50, 1500	
Total	267 276 50

This balance in the two accounts is small, and in view of the fact that the department can render comparatively little aid in the future, it is gratifying that the school boards are availing themselves of loans from the insular treasury for the construction of school build-

ings.

Deeds are being examined in a large number of cases for rural schools, but great difficulties are being experienced in securing properties with dominio titles. As yet no buildings for rural schools upon inexpensive plans have been constructed for lack of proper sites. Within the past two months a half dozen sites have been secured and work will begin shortly.

The abandonment of wood for graded buildings and the substitu-

tion of cement block is strongly urged.

A schedule of the work of the year 1905-6 follows:

# Building statistics, 1905-6.

## GRADED BUILDINGS COMPLETED.

Size and material.	Allotment.	Total cost.
6 rooms, brick and stone. 12 rooms, brick and stone. 4 rooms, brick and stone. 3 rooms, frame. 4 rooms, frame.	13,000.00 20,045.77 10,000.00 3,000.00 4,000.00	\$9, 979, 88 9, 648, 86 20, 045, 77 7, 665, 00 2, 973, 00 4, 000, 00 4, 102, 50 4, 165, 00
RURAL BUILDINGS COMPLETED.		
1 room, framedododo		\$1,499.00 1,638.00 180.00
UBLIC BUILDINGS CONVERTED INTO SCH	OOLS.	
7 rooms		\$750.00
	6 rooms, brick 6 rooms, brick and stone. 12 rooms, brick and stone. 13 rooms, frick and stone. 3 rooms, frame. 4 rooms, framedodo  RURAL BUILDINGS COMPLETED.  1 room, framedododo	6 rooms, brick

## Building statistics, 1905-6-Continued.

# BUILDINGS BEING CONSTRUCTED OR FOR WHICH CONTRACTS HAVE BEEN AWARDED.

Location.	Size and material.	Allotment.	Total cost.
Cataño	6 rooms, brick and stone		\$9,000.00

#### BUILDINGS FOR WHICH PLANS ARE PREPARED OR BEING PREPARED.

Quebradillas	6 rooms, brick and stone (or cement blocks)		4,500.00
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<sup>&</sup>quot;Estimated at \$4,000, of which \$1,000 is to be borne by department and \$3,000 by the school board.

# GENERAL CONSIDERATIONS.

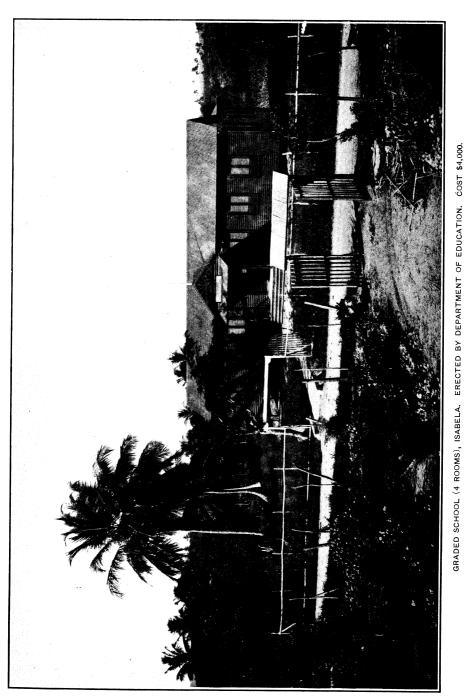
#### THE TEACHING FORCE.

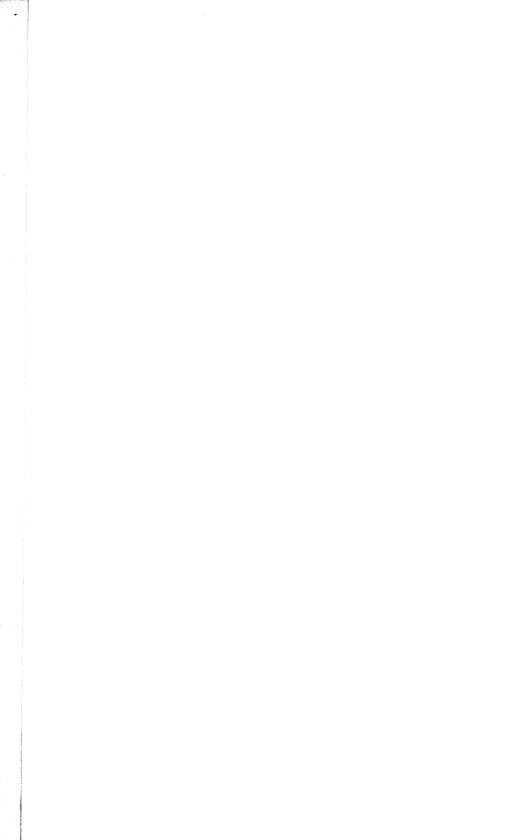
There appears to be a shortage of teachers, which is seriously interfering with the progress of school work in Porto Rico. Although the number of teachers allotted to the various districts in August, 1905, was 1,139, the number of positions actually filled during the year was only 1,067. On the other hand, there appear upon the books of the department 1,326 persons holding licenses of all grades. The fact that teaching positions are not filled may be due to a surplus in some ranks and a deficiency in others, even though in the aggregate there may appear to be an excess of teachers over positions. The following figures for the principal categories of teachers are suggestive:

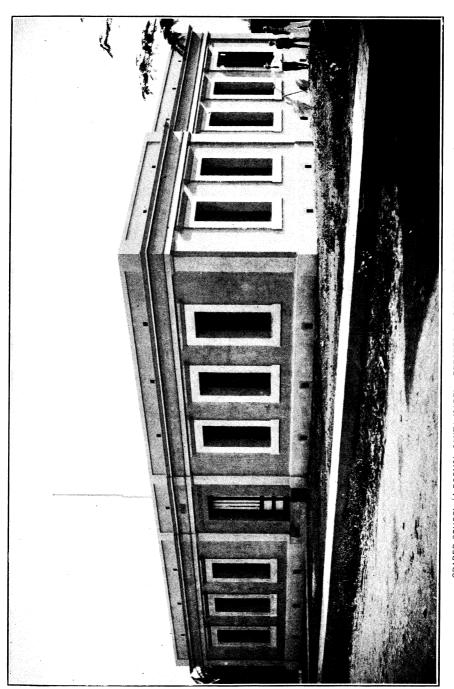
Grade.	Allotted.	Employed.	Certificates in force.
Principals		32 407 510	106 488 560

It appears that with considerable excess in the aggregate there is a relatively large excess of licenses in force for principal and graded teachers compared with the number of positions allotted and filled and a deficiency in the number of rural teachers compared with the positions allotted. Teachers of the higher rank for whom no positions in these ranks are open must either take a school of lower rank or remain without positions in the schools. An inquiry undertaken in February, 1906, as to the persons then holding licenses showed the following results:

Grade.	Licenses in force.	Employed in same rank as license.	Employed in a lower rank.	Not employed.	Per cent not em- ployed.
Principals Graded teachers Rural teachers	106 488 560	33 385 481	5 <b>9</b> 53	14 50 79	13. 2 10. 2 14. 1
Total	1,154	899	112	143	12.4







GRADED SCHOOL (4 ROOMS), SANTA ISABEL. ERECTED BY DEPARTMENT OF EDUCATION. COST \$7,665.



The percentage of unemployed is comparatively small and an examination of the list of persons not occupied as teachers shows further that the number of persons who would have been available for appointment is much less. Of the unoccupied principals 3 are engaged in school work not under the department, 3 were following other pursuits, leaving 8 who might possibly be deemed available for appointment. Of the graded teachers 7 were pursuing further studies in the normal school, 4 were teaching in other schools, and 5 were in the United States, leaving 34 available for appointment. Of the rural teachers 24 were still in the normal school, 2 were teaching in other schools, and 16 were new teachers who had received their certificates less than a month before, leaving 37 who had been available for appointment when the teachers were selected. total number of all teachers unemployed and available was therefore 79, while the difference between the number of teachers which it was proposed to employ and the number actually employed was 64. These figures are not introduced for a further discussion of why these 79 teachers did not fill the vacancies. Some are well advanced in years and retain licenses as a matter of pride, others were unwilling to accept schools of lower rank than their licenses, and others no doubt were unwilling to change their residences. It is enough to have demonstrated how much the development of school work is

hampered by the lack of teaching material.

It is perfectly clear that the pressing problem of the teaching force is to secure an adequate supply of rural teachers. The number of rural schools actually opened has considerably diminished in the past few years. This diminution has been due to the fact that teachers holding such licenses have passed examinations qualifying them as graded teachers and that there has not been an adequate influx of other persons to take their places. The normal school is not furnishing us with rural teachers in any considerable quantity. While a considerable number of rural licenses is annually granted to those graduates of both the elementary and of the full course at the normal school who are too young to receive graded licenses they are, in the course of one or two years at the most, changed into graded licenses. Nor has the accession through examinations been considerable. In earlier days access to these ranks by examination was numerous, because there was a prospect of passing the graded examinations after a brief experience and securing graded positions. As this inducement diminishes and as positions in the graded ranks are filled, either by those now in possession or by recruits from the normal school who are much sought after, the prospect of advancement becomes very slight for the rural teacher. Those now in the ranks become discouraged and seek other occupations, and the influx diminishes in volume. Yet the future development of the educational work in the island is distinctly in the rural schools and some means must be found to overcome this very natural tendency. The last session of the legislature enacted a law for the increase of salaries of rural teachers and it is to be hoped that this will have some effect in an increased number of such teachers. The fact, however, still remains that while the economic position of the graded teacher is distinctly favorable, being considerably better than that attainable by persons of equal education in mercantile pursuits in a great number of the towns of the island, there is not such a disparity between the economic position of the rural teacher and that which persons of

similar education can obtain in other walks of life.

The last session of the legislature enacted a law for the appointment of preparatory teachers, which is designed to remedy this difficulty. The law provides that under certain conditions persons who have passed an examination approximately equivalent to the first six grades of the common school work may be appointed as preparatory teachers. While engaged in the work of instruction they are at the same time afforded an opportunity to continue their studies with a view of fitting them for the position of rural teachers. This measure was enacted with a view to raising up a class of teachers especially in the smaller communities. In many of these communities there is no formal instruction in the seventh and eighth grade, and as no person can take a rural teachers' examination who has not previously obtained the eighth-grade diploma there is in all such communities a dearth of rural teachers: Should this measure prove successful it should in the course of a few years give to such smaller communities a number of well-qualified rural teachers, resident in such communities and whose natural inclination would be to serve in the schools of those communities rather than to move to other parts of the island.

Even with the accession of these preparatory teachers it does not seem probable that the department will be successful in materially increasing the number of rural schools for the present. In the allotments made for the coming school year permission has been given to employ nearly 100 more rural teachers than were actually engaged in school work last year, besides 67 preparatory teachers. Such permission might seem without purpose since it is so well known that there is an inadequate supply of teachers. But it is hoped to stimulate applications for examinations, and at the same time to utilize to the fullest extent the existing material. A general increase of the allotment of schools in each locality would at least help to secure employment for those who have heretofore been unwilling to change their residences. By these means the department hopes to increase the number of rural schools, but not to the full extent of the increased

allotment.

## TEACHERS' INSTITUTES.

The annual teachers' institutes conducted by the department were held in the spring of the year. They form an element in school work capable of doing a great deal of good, but at the same time a feature which without skillful management may degenerate into an inane waste of time. They are, wherever held, designed to offer to the teachers opportunity for instruction, discussion, and perhaps entertainment. I am gratified to say that in Porto Rico the entertainment feature, either in its undiluted form of recitation and music or thinly veiled in illustrated lectures or orations on "Heroism" and kindred soul-stirring topics, has never had a prominent place in our institutes. Whatever our faults, we have tried to be serious, and whatever our mistakes, our intention has been to help our teachers.

In the early days of the department considerable sums of money were available for these meetings. Distinguished educators from

the States, and perhaps some who were heralded as such—though all unconscious of the soft impeachment—were invited to address the teachers. The remarks in English were filtered to the teachers through the medium of translators, but the result of filtration was oftentimes not the purification of either thought or language. It was perhaps an advantage that appropriations were later cut down and the teachers and superintendents forced to rely more upon their own efforts, the participation of the department consisting in securing the services of Porto Rican educators who spoke to the people in a language which they understood.

This year the appropriation was omitted altogether by a legislature bent upon economy, and the institutes had to be abandoned or organized upon a new plan. In former years there had been a corps of institute directors, who consulted together and laid out the programme in general terms. This programme was sometimes quite elaborate, giving heads and subheads of discussion. Teachers were then called upon either by previous notice or when the gathering occurred, to discuss phases of the question in the light of the suggestions made in the programme, the director in the meanwhile keeping the discussion

well in hand.

This year our means did not permit this organization. Superintendents of adjacent districts were chosen as institute leaders. The department placed the organization wholly in the hands of the local superintendents. Four topics, being all of them of practical interest in our school work—such as the duty of teachers regarding enrollment and attendance—were suggested but not prescribed. Outlines of discussion were furnished with each of the subjects. In addition, arrangements were made with the Medical Association of Porto Rico to have at each one of the institutes a popular presentation of the subject of "Uncinariasis." There was to be the usual evening session with speeches by the officials of the department. No money being available for other speakers, we appealed to public spirit, and were fortunate in securing the services of Dr. José C. Barbosa, Dr. Rafael del Valle, Mr. José Gordils, and Prof. Francisco Zuazaga of the Insular Normal School, whose helpful assistance is acknowledged with profound gratitude.

In the daily sessions the programme outlined by the department was generally followed—perhaps too generally. Some superintendents varied it by substituting topics of more immediate local interest and some by practice classes. The work of these sessions was in general effective, though it did not in every case give rise to the desired discussion. It lacked something of the harmony of the work of former years. Some of the papers presented were excellent—too excellent sometimes, as they were so exhaustive as to choke off discussion.

In other cases discussion was desultory and ineffective. Yet there is little doubt that the balance of the good over poor features was considerable. It may be that impressions gained at such institutes are not permanent. How could this be expected? Yet the stimulus is not wholly lost. Opinions differ and probably always will differ on the question how far the director should instruct the teachers directly and how far they should instruct each other by the recital of the facts of their daily experience, and a statement of their efforts to overcome the problems which beset them. Their views may be

immature, their vision limited, but when they are truly expressed and honestly discussed they make more impression upon their fellowteachers than would pearls of wisdom falling from the lips of riper experience.

The public meetings held were remarkably successful. In nearly all the towns large audiences gathered to hear the addresses, and a

warm welcome was given the visiting speakers.

# THE ENGLISH LANGUAGE.

A perusal of the superintendents' reports reveals a widespread interest in the English language and a desire in most parts of the island to have the schools conducted in English wherever possible.

In accordance with this desire the allotment of schools for the coming year includes 113 schools to be taught in the English language by Porto Rican teachers, as compared with 44 schools in the preceding year. Examinations to test the ability of the Porto Rican teachers to give instruction in the English language were held throughout the island by a special board of examiners, and the number of persons who qualified in such examinations was 93, making, with the 55 teachers who qualified in the preceding year, a total of 148 who are certified as competent to teach in the English language. This number is somewhat in excess of the schools granted. The introduction of English as the medium of instruction can be made by no haphazard methods; it must come gradually. One of the effective means of preparing for its introduction has been the method followed in several districts of having the Porto Rican teachers give a part of their work in the English language.

In the month of December, 1905, the use of English in the grades

was ascertained to be as follows:

Grades taught wholly in English by American teachers	$\frac{34}{36}$
Whole number of grades taught wholly or partially in the English language	154

This inquiry was made before the meeting of the superintendents' conference at Arecibo. The results of the work were thoroughly discussed at the conference and a number of the superintendents heretofore skeptical of the possibilities of such an organization of their schools went back to their districts and introduced to a greater

or less extent the use of English as a medium of instruction.

It is gratifying to know that wherever introduced instruction in English has, after a brief period, proven popular with pupils, teachers, and the community at large. The rate of progress of the pupils has not been diminished. It appears that the attention which the pupil is forced to give to the language is carried over to the subject-matter of instruction and the lesson taught is more accurately learned. The success of the system has greatly encouraged the school authorities, and the time seems not far distant when the graded schools throughout the island will be taught in the English language. It is further to be noted that this change is gradually working itself out without any increase in the number of English teachers.

## COURSE OF STUDY.

In my previous report attention was called to the inadequacies of the existing course of study for the graded schools of the island. The plan was prepared some years ago, and was based largely upon the experience of American schools. Local needs had not yet made themselves sufficiently felt to exercise much influence in shaping the course. To-day these needs are better, if not wholly, understood.

Moreover, the old course had become antiquated through the fact that it was based upon the supposition that the instruction in the schools was given in Spanish, with the teaching of English as a special study only. It has already been noted how this condition is gradually passing away, and it can readily be inferred that the

former course of study was thereby rendered useless.

But the very fact which superseded the older course of study rendered the preparation of a new one difficult. The work to be covered in the eight grades is the same whatever the language employed in the schools, but it will be differently distributed according as English or Spanish is the predominant medium of instruction. As in our several districts we have all possible combinations in this respect and the preparation of a new course of study immediately applicable everywhere was out of the question. It was necessary to seek out the most frequent basis toward which the organization is tending in the several districts. Accordingly it was assumed that instruction in the first grade should be given in Spanish and from the second grade upward in English.

The course of study prepared can therefore go into effect in some districts at once. In others there must be a gradual adaptation to it. It is a model rather than a law to be rigorously enforced. The former course of study was little more than a list of headings covered in half a dozen printed pages. The present course is a pamphlet of 100 pages with a comparatively full pedagogical guide

to the teachers in each of the subjects treated.

# SCHOOL DECORATIONS.

The desire for decorating the schoolhouses represents a laudable tendency on the part of teachers and school boards. The bare walls of the buildings are rendered more attractive by pictorial decoration and the interest of children in their school work is heightened. Unfortunately the material available for such decoration within reach of the teachers has not always been of the highest aesthetic order. It has consisted largely of the posters of patent medicine and brewery concerns, which usually bear invitations to use the medicines or beverages produced by them. During the present year the department has sought to raise the level of decoration. A large number of pictures in colors, issued by the firms supplying pictorial supplements for the Sunday papers, was purchased and issued to the rural schools of the islands.

The larger railroad companies of the United States were requested to donate copies of the large pictures used by them for advertising purposes in their central ticket offices. There was a liberal response, and acknowedgment is gratefully made to the railroad companies. About 125 pictures of large size, including a number of very excel-

lent photographs, were distributed to the several districts. Most of

them have been framed and placed in the graded schools.

The schools erected throughout the island under my predecessors bear the names of distinguished Americans. Some time ago the school children of Lajas, where the school is named for Oliver Hazard Perry, wrote to the department requesting a picture of Commodore Perry for the decoration of their school. It was found that no picture for such purposes was available in the market and a photographic reproduction and enlargement of an excellent print in the Library of Congress was secured, framed in the industrial school at Ponce, and presented to the school at Lajas. The desire of the children of Lajas to know something of the man for whom their school was named has suggested to the department the propriety of placing in all of its schools pictures of the persons for whom they were named. The collection of prints in the Library of Congress has been drawn upon for this purpose and photographic enlargements of the distinguished persons whose names have been placed upon the schoolhouses have been secured and will, as soon as they can be framed, be presented to the schools.

By the several measures already noted it is hoped that an intelligent interest in school decoration will be awakened.

# THE SCHOOLS.

The school system of Porto Rico comprises the common schools, agricultural schools, night schools, industrial schools, high schools, and the normal school. A group of these schools consisting of the normal and practice school and an agricultural school are under a somewhat distinct administration—that of the trustees of the Univer-

sity of Porto Rico—but they are included in this report.

The common schools are divided into two classes, graded and rural schools. The former are located in the towns and in them instruction is given from the first to the eighth grade, though in some of the smaller towns of the island the upper grades are not represented. In the larger centers of population the different grades are quite distinctly separated, being under the care of different teachers. When the number of pupils is less numerous, especially in the upper grades, the presence of two or more grades in the same class room, and with one teacher, is not infrequent.

In the rural schools one teacher is in charge of all the pupils enrolled and gives instruction to two or three grades. In a few cases where there is sufficient population to support two schools in close proximity, there may be a division of the pupils which places those of the first grade in one school and those of the second and third

grades in the other. Such cases are, however, rare.

The different types of schools represented in the system are quite distinct, and each will be treated separately.

#### THE COMMON SCHOOLS.

# SCHOOLS AND TEACHERS.

In rural districts where the schoolhouse consists of a single room, and where a group of children are taught by a single teacher, the terms school and class room are synonymous. Common speech does

not make the terms identical in cities, where, as a rule, school and schoolhouse mean the same thing. But for statistical purposes, following the practice in vogue in many of the States, class room and school must be deemed equivalent terms. Thus a single school building containing six class rooms, in charge of as many teachers, must be considered as six schools. A school may, therefore, be defined as a group of pupils in the care of a teacher. When a teacher has two distinct groups under his charge, one in the morning and another in the afternoon, each group figures as a distinct school. This definition is, of course, applicable only to the common schools, and can not be applied to institutions of secondary instruction, which have a dis-

tinct plan of organization.

In any school system the number of schools open during the year is a relatively stable number, but not one which is absolutely unchanging. A temporary closure of a school on account of the sickness of a teacher may occur for a week or longer period. In cities the number of schools is more constant than in the rural districts. a teacher is temporarily sick substitutes are often available. If a teacher dies or resigns it is not difficult to fill the vacancy, as there is a large supply of available graded teachers. In rural districts changes in the number of schools are more frequent. If a teacher falls sick it is not possible to secure a temporary substitute. If a teacher dies or resigns it is often difficult to obtain anyone to fill his place and the school is permanently closed. Again, there are changes in location of the schools. This does not really change the number of schools at any one time, but does increase the number of schools open at any time during the year. Another element of variation is the introduction of half-time schools, which gives us two schools where before there was only one.

The school year 1905-6 began with 494 graded schools open in the first week.<sup>a</sup> In the second week, 506 schools were in operation. number was well maintained, suffering a diminution only in the last weeks of December, when the schools of Guayama were closed by the health authorities. The number even increased, reaching 518 on December 1, 1905, and 526 in May. This increase was almost exclusively due to the introduction of the half-time system, or to assigning English teachers previously employed as special teachers to teach grades, and did not, therefore, require any increase in the number of

teachers employed.

The school year opened with 466 rural schools, a number which promptly increased to 474 in the second week of the term. was from that time forwad a gradual increase in the numebr of schools opened, which reached its highest point, 516, in May, 1906. As stated earlier in the report, there is a deplorable lack of rural teachers. Some of the rural teachers licensed in January were immediately employed and thus the number of schools grew from this cause. much more important in its effects was the campaign for increased school attendance, which resulted in a number of cases in giving two schools to the same teacher. In December, 1905, there were only 4 rural teachers with double schools, but at the end of the year there were 26, of whom 16 were in the district of Bayamón.

a See Statistical Table 1.

At the close of the school year figures were collected in regard to promotions in the schools, which incidentally threw some light upon the organization of the schools. The number of schools reported is not quite identical with that reported in the table already alluded to as open in the final week, since the phrase "existing at the end of the year" allows a more liberal interpretation, as it includes all schools which practically terminated the year's work, though some, like the eighth grades in San Juan and Ponce, had been closed for three weeks, and though some might not have been in operation in the final week.

It appears from these figures that there were 527 graded schools in charge of 500 teachers.<sup>a</sup> The number of schools exceeded the number of teachers in charge in the districts of Yauco, San Germán, Mayaguez, Aguadilla, San Sebastián, Toa Alta, and Bayamón. In the last named 26 graded schools were conducted by 19 teachers. But in addition to the teachers in charge of grades, the graded school system requires the services of other teachers. These are, in the United States, the principals and the special teachers of music, drawing, and the like. In Porto Rico there are a few of the principal teachers who devote their time exclusively to the work of supervision, but by far the greater part of them also teach grades. Special teachers of music and drawing are found only in San Juan, Ponce, and Mayaguez, but special teachers of English are frequent in the island. The whole number of teachers employed, but not directly responsible for definite schools, was 66.

In the rural schools there were 496 teachers employed who were in charge of 522 schools. The number of rural schools exceeded the number of teachers in the districts of Yauco, San German, San Sebastian, and Bayamon. In the district of Bayamon 43 schools

were conducted by 27 teachers.

This inquiry also furnished data upon the organization of the graded schools.<sup>b</sup> It shows that of the 527 graded schools at the end of the year 384 consisted of a single grade, 112 of two grades, 25 of three grades, and 6 of four grades. Through these combinations of grades in the same school 527 schools accommodated as many as 707 grades. It is a question among educators whether the presence of two groups in the same schoolroom really militates against the effectiveness of the teaching. It can not positively be affirmed that when there are only two grades in the school the instruction suffers, but where there are as many as three or four grades there can be little doubt that the attention of the teacher is too much divided for him to do the best work. Fortunately these cases are comparatively rare and occur only where, by reason of the limited number of pupils, no other organization is possible.

We may revert to the number of schools once more to compare the relative number of graded and rural schools. In former years this number was not stated in the reports of this office for a definite point of time. The available figures are those for the whole number of schools open at any time during the year, a mode of statement which, in comparison with the average number of schools, tends to exaggerate the number of rural schools rather than the graded schools.

a See Statistical Tables 2, 3, and 4.

b See Statistical Table 5.

Despite disparity in the mode of statement the following summary is not without interest:

	Graded.	Rural.	Common.
Number of schools in—  1901-2 1902-3 1908-4 1904-5 1905-6 Teachers in charge of schools at end of the fiscal year Schools at end of fiscal year	381	490	871
	427	580	1,007
	497	563	1,063
	494	554	1,048
	532	542	1,074
	503	497	1,000
	527	523	1,050

Before 1905–6 the number of teachers in charge of schools was substantially the same as the number of schools since half-time schools were sporadic only. It will be seen that the graded schools are now considerably more numerous than five years ago. Apart from the increase due to double schools above set forth there is a considerable advance in number. This indicates a better provision for the needs of the town population, though not to the full extent of the figures quoted. In the past it was not infrequent to establish rural schools for first-grade children in the outskirts of towns, and quite a number of these schools have subsequently been converted into graded schools.

As to the rural schools the figures are inconclusive. It would appear at first blush that this consequence scarcely followed from the fact that in the year 1902–3 the whole number of rural schools was 580, and in 1905–6 was 542. But there is much reason to believe that the whole number of schools was relatively larger in proportion to the average number in the earlier period. Changes were much more frequent. Rules of the department at present discourage changes. It seems, however, not unlikely that the number of rural schools may have somewhat diminished. This is not quite equivalent to saying that schools in the rural regions have decreased, since it is believed that the location of rural schools within the urban limits was more frequent in former years than of late. It is, however, sufficiently clear that there has been no substantial advance in the schools in the rural regions. In view of the great needs of the rural districts, which were set forth at length in the report of 1904–5, this is greatly to be deplored. All efforts to increase the number of schools in the rural regions have been defeated by the scarcity of rural teachers.

#### ENROLLMENT.

The next question asked in regard to any school or system of schools is the number of its pupils. Simple as the question may appear there are several ways of answering it. We may receive in reply (a) the whole number of pupils enrolled during the year, (b) the number appearing on the rolls at a given time, or (c) the average number on the rolls during the year. The first reply is the most frequent, for the number is larger than the others and the natural desire to make a good showing inclines toward this figure. The enrollment of a single school is easily ascertained. It represents the whole number of different pupils who have been in the school for any

time whatever during the school year. It includes necessarily quite a number whose connection with the school has been brief, who for one reason or another have dropped from its ranks, or who have

entered them late in the year.

But if the total enrollment of a single school is readily ascertained, it is by no means equally easy to obtain the total enrollment of a system of schools. Pupils shift from one town to another and from one school to another. Count may be taken of the reenrollments by various methods, but there is reason to believe that almost any system devised has weak points and sources of error. It is probable that every statement of total enrollment contains duplications to a greater or less extent.

According to the records of the department a there were in 1906, 60,781 enrollments, excluding 6,444 cases of ascertained reenrollments. Although an attempt was made to clearly separate the reenrollments, it is much to be doubted whether the ascertained cases comprise all the actual cases.

To what extent does total enrollment measure the efficiency of the school system? No answer to the question can be given until we know the relation existing between the total enrollment and the average enrollment and understand exactly how the latter is computed. Just as the total enrollment represents the whole number of children affected by the school system, irrespective of the length of time which they may have been under its influence, so the average enrollment is an expression of the number of children on the roll on the supposition that each child remains for the entire period. The more closely the two figures approach each other the more favorable must be the conditions of school work. If the figures tend to converge it indicates stability of personnel among the children of the schools, that most of them actually belong to the schools for the entire period, and that few are there for a short period. If the figures are far apart it means a relative prominence of those children whose relation to the school is fitful and irregular.

The figures for Porto Rico in the school year 1906 are as follows:

	Graded.	Rural.	Common.
Total enrollment		32, 665 23, 946	60, 781 46, 754

The divergence between the total enrollment and the average enrollment is considerable. It will be noted that this divergence depends in part at least upon the accuracy with which the average enrollment is ascertained. One of the primary purposes of ascertaining average enrollment is to compare it with the attendance, since one of the primary tests of a school system is the regularity of attendance. This criterion has determined the policy of this department, namely, to secure as faithful and accurate a statement of attendance as possible. There are two factors concerned, the pupils present and those belonging to the school. The first factor is positive and admits of no doubt. It has been rigidly adhered to. An illustration may make this clear.

In a certain town 10 schools, with an enrollment of 500 pupils and a daily attendance generally of about 460, are closed by health authorities for a period of two weeks. In the statistics of this department these schools entirely disappear for two weeks. In the practice of other school authorities the schools continue with the same enrollment as before and with an attendance of 100 per cent. The latter system maintains a higher relation between average enrollment and total enrollment.

Again, a further question arises as to the pupils who really belong to the school when it is in session. Does a child who appeared on the roll a month ago, who has since dropped out of sight, really belong to the school? Does a child who has been away from school some time and is known to be confined to his bed by a serious sickness really belong to the school for the purposes of computing attend-In the opinion of this department both questions should be answered in the negative, and hence the necessity of keeping the enrollment record clear of the names of pupils whose connection with the school is nominal only and not real and effective. Hence, under the rules of the department, a child absent for more than five days for any cause whatever is omitted from the record of the enrollment.

Our calculation of enrollment for each day, therefore, excludes all children who can not reasonably be expected to be present. calculation of enrollment for the week excludes all schools not actually in operation. If a school is in operation, though closed for a day or two, it is computed as if in full operation, so that the enrollment of the week represents the sum of the weekly averages of all

schools actually open during all or part of the week.

There were, as already stated, 60,781 pupils entered upon the books of the various schools during the year. In addition, there were 6,444 pupils entered upon the books of at least two schools, making an aggregate of original entries of 67,225 pupils. Our records show that, beginning with nothing, there were during the course of the year 78,012 pupils added, not to the lists but to the daily enrollment. This indicates that the five-day suspension rule in the course of the year affected 10,787 pupils, the difference between the aggregates already given. It is manifest that had these pupils not been dropped under the five-day rule and later reinstated, that the enrollment week by week and the average for the year would have been recorded as considerably higher than it has been. Equally obvious is it that the number of recorded absences would have been proportionally greater and the percentage of attendance in the schools proportionally lower.

The divergence between the average enrollment and the total enrollment being sufficiently explained, it remains for us to consider the relation between the weekly enrollment and the average. In all schools there is a loss of pupils during the year, and we should on this account expect the initial number of pupils to gradually decline during the year. This would be true of a high school which normally has no accessions during the year, and it would in a large measure also be true of the upper grades of the graded schools. But in the graded schools as a whole the tendency is in part counteracted by the admission of pupils to the first grade. Thus in the graded schools of Porto Rico we find in the first week of the term 21,426 pupils enrolled.

the first five weeks of the term the number has increased to 23,509, the maximum for the year. Until the week ending December 1 it maintained itself above the 23,000 mark. After that the figure lies generally between 22,000 and 23,000, falling below the former only twice in the last weeks of the first and the third term, and rising above the latter only twice in the month of March.

Somewhat different is the course of enrollment in the rural schools. Here a much larger proportion of the pupils are of the first grade. The year began with 15,942 pupils, and in the fifth week the number had reached 22,154. But after that it continued to rise, reaching 23,000 November 17, 24,000 January 19, and 25,000 March 2. The maximum attained was May 4, when the figures reached 25,909, declining slightly subsequently, as the year terminated with 24,524.

From these figures it is clear that the number of pupils at any time later than five weeks after the opening of school is a pretty fair indication of the average number of pupils belonging to the schools. It was with this in view that the date of March 2, 1906, was selected as appropriate for a census of the school children, the results of which are discussed later.

The number of children enrolled in the schools may be brought into connection with the number of schools and the figure familiar in school statistics of the enrollment per school may be obtained. In any given school an increase of enrollment is usually hailed with satisfaction as an evidence that the usefulness of the school is increasing and within certain limits an increase in enrollment per school may be regarded in like manner. There are, however, certain definite limits to the enrollment per school. The first is that a teacher can not effectively teach more than a certain number of pupils. How large this number may be will ever be a matter of dispute. In his last report (1905) the superintendent of schools of New York City declares that a teacher can not instruct effectively more than 40 pupils. It may well be that for upper grades this is the largest number consistent with good results, though in the lower grades the number might be smaller. Thus in Washington, D. C. (1904), there are 48.5 pupils per teacher in the first grade and 40.3 pupils in In the city of Omaha, Nebr., the attendance per teacher the eighth. in 1900 was 36, indicating an enrollment of a little more than 40. In 1904 in the cities of the United States having 8,000 inhabitants the attendance per teacher was 34.7, indicating an enrollment of While definite rules upon this point can not be fixed, certain it is that in the lower grades a teacher should never be expected to teach in excess of 50 pupils at any one time. With a good average attendance the enrollment should not exceed at the most 55. the theoretical limit allowing for an average of 5 absences daily.

There is again a practical limit in the seating capacity of schoolrooms. Rooms which will comfortably seat 50 children and on
some days crowd in three or four more are not frequent. Whether in
any given district the enrollment per school is satisfactory could only
be ascertained by a comparison between the potential enrollment and
the actual enrollment, with a full knowledge of local conditions. If
our school buildings in Porto Rico had been erected for the purpose,
we might suppose, as we generally can suppose in the United States,
that the seating capacity has a definite relation to the number of

children who should make up a school. But here we have many ill-adapted buildings and unfortunately data relating to seating capacity has not been collected. It is on the contrary certain that in many schools actual enrollment can not be forced up to the theoretical limit without great hardship to the pupils. Again, local conditions must be thoroughly studied, for the theoretical limit is oftentimes unduly removed from the probable limit. For a given group of schools which have not reached their potential enrollment an increase of enrollment per school is a sign of progress. But if the group be considerably enlarged and schools are pushed out into regions of sparse population, the necessarily low enrollment in the new schools may cover up a real increase in the older schools and the general result be a diminution in the enrollment per school.

The average daily enrollment of pupils in the graded schools of the island was 44.01 per school. The range of variation was from 35.82 in San Juan to 57.31 in Naguabo. In four towns of the island it was less than 40, and in six towns more than 50. The low enrollment in San Juan is due in large measure to physical conditions. None of the schools are in specially constructed school buildings. The rented buildings frequently have in them small rooms, which must be utilized. Again, the upper grades are relatively more numerous in San Juan than in the other localities, and in them a

smaller enrollment is desirable than in the lower grades.

The enrollment per school is also affected in some measure by the half-time system, since such double schools are rarely so large as two single schools. Where the double schools prevail, the enrollment per school is not so significant as measure of the utilization of school facilities as the enrollment per teacher. This can be shown by applying the average enrollment to the schools open at the end of the year. In those districts where the number of schools and of teachers in charge is identical, the enrollment per school and per teacher are the same. In the other districts the results are as follows:

Enrollment in graded schools.

Location.	Per school.	Per teacher.
Yauco	47. 63 43. 65 40. 17 51. 67 45. 77	56. 93 53. 12 47. 50 49. 30 55. 64 50. 86 54. 23
Average for the island.	44, 01	46.11

On the basis of schools Yauco stands at the head of the lists, closely followed by San Sebastián. These districts retain their relative rank on the basis of teachers. Other districts take much higher rank on the basis of teachers than on that of schools, notably Bayamón.

Our tables show for the graded schools a slight diminution from 45.04 in the first term, to 43.14 in the third term, which agrees with what has already been said with respect to the fluctuation in the enrollment.

Turning now to the rural schools, we find that the average enrollment per school was 48.42, or in excess of the graded schools. This is probably due not so much to the greater size of the class rooms as to the fact that the great majority of pupils are in the first grade and are more readily recruited than the pupils of the graded schools. The range of variation, by towns, was from a minimum of 39.70 in Maricao to 57.03 in Fajardo, and by districts from 41.32 in Bayamón to 55.09 in Fajardo. But as certain districts have an excess of schools over teachers, it is important, in estimating the work of such districts, to find the number of the enrollment per teacher, as has already been done for the graded schools. The results for the rural schools are as follows:

# Enrollment Rural Schools.

· Location.		Per teacher.
Yauco San Germán San Sebastián Bayamón	49. 52 50. 69	62. 38 51. 90 60. 20 64. 93
Average for the island	48. 42	50.95

It will be noted that the calculation of enrollment per teacher places Bayamón at the head instead of the foot of the list and raises all the districts considerably above the average.

Our tables show, further, an increase of the average enrollment in the second term and some falling off in the third, though the first

term only is below the average.

Finally, our tables show, in regard to the enrollment of the graded schools at the end of the year, the number of pupils receiving instruction in rooms of one grade only and of mixed grades.<sup>a</sup> In a total of 22,273 pupils 16,407 are in rooms where two grades are taught, 964 where three grades are taught, and as many as 266 where four grades are taught in the same room. All of the districts have enrollments of two grades in some of their schools and as many as twelve have enrollments of three grades.

## ATTENDANCE.

The attendance of the pupils in the schools is one of the most expressive measures of the efficiency of the school system. It is the factor of primary importance in any school system where the records of enrollment are loosely kept. It is the only means of comparing different places or different periods when there is no record of the average enrollment. With the system adopted in the past year in our schools it is to be expected that the attendance in the schools will follow the same general tendencies as the enrollment. There may be variations in the intensity of attendance at different times or different districts, but the general percentage is so high that the opportunity for variation is slight. The method of calculating the weekly average of attendance and the derived averages for terms and for the year is

identical with that already described for the enrollment. The results for the present year are as follows: a

	Average attendance.			
Term.	Graded schools.	Rural schools.		
First . Second . Third	20, 746. 76 20, 819. 01 20, 545. 03	19, 188, 26 21, 634, 2 <b>4</b> 22, 475, 14		
Average for the year	20, 703. 60	21, 099. 20		

As might be anticipated from data already studied in regard to enrollment, the figures for graded schools show practical stability and those for the rural schools an advance as the year progressed.

In the report of last year an attempt was made to show the extension of the school system by a reference to the average number of pupils taught each day or the daily average of attendance. The figures showed a satisfactory increase from year to year. But they were not calculated on the same basis as in the present year, and unfortunately the basis of calculation was false. This inaccuracy consisted in taking the whole number of schools open during the year and multiplying this number by the average attendance per school. By such method the schools which were in existence for a period briefer than the whole year were counted as if in operation for the entire year. This defect would not invalidate comparisons made between the different years as to the rate of progress, but it would make the return for each year somewhat higher than the real facts in the case warranted. Accurate data for the calculation of the daily average attendance in the schools were not available before the present year. How far these figures of former reports exceed those which would have resulted from the use of the methods employed in the present year can, however, be estimated. Calculations made on the basis of the old method give for the year 1905-6 a figure of 44,540.54 for the average attendance, which is higher than the correct figure, 41,802, based upon the improved methods of this report. Using the proportion thus obtained to estimate what would have been the number of pupils attending in previous years, we arrive at the following results:

	Average attendance—		
School year.	By method of former reports.	By method of this re- port.	
1901-2 1902-3 1903-4 1904-5 1905-6	a 31, 488. 63 a 34, 271. 71 a 39, 928. 35 a 42, 989. 27 44, 540. 54	b 29, 552. 08 b 32, 164. 00 b 37, 472. 76 b 40, 345. 43 a41, 802. 40	

a As printed.

b As estimated.

It will be seen that the progress of the schools has been constant, though for reasons above set forth the more accurate statement of the progress is found in the figures of the second column.

The figures for the attendance per school give rise to considerations similar to those already discussed in connection with the enrollment per school.<sup>a</sup> But comparing the latter with the former we obtain one of the most significant figures respecting schools—the percentage of attendance—which measures the intensity of application of the pupils and in a way also the seriousness with which the parents regard the school duties of their children.

In the graded schools of the island the percentage of attendance for the year was 91.33, a result which must be considered in the highest degree satisfactory.<sup>b</sup> It indicates a high degree of regularity in attendance and shows that the children do not absent themselves from

school for trivial causes.

Moreover, the high average of attendance is well maintained in the different towns and districts of the island. The most favorable showing is found in the town of Sabana Grande, with 95.77 per cent, and the least favorable in Las Marías, with 81.57 per cent. By districts the best showing is made by Yauco, comprising the towns of Yauco and Sabana Grande, with 94.71 per cent, while the smallest district average, 87.05 per cent, is found in Caguas, comprising Caguas, Aguas Buenas, and San Lorenzo. It may be further noted that the high percentage of attendance has been well maintained throughout the year, the percentages by terms being 90.94, 91.56, and 91.42 for the first, second, and third terms, respectively.

It would be interesting to compare these results with those for the cities of the United States. For this purpose I have drawn a few figures from the reports available in this office, which are herewith

submitted.

City.	Date.	Percentage of attend- ance.
Dayton, Ohio Syracuse, N. Y. Harrisburg, Pa. Portland, Oreg. Bradford, Pa. Savannah, Ga. Dallas, Tex Worcester, Muss. Chicago, Ill Springfield, Mass.	1900 1900 1903 1904 1904 1904 1904 1904 1904 1901	92. 5 94. 8 89. 0 95. 9 96. 0 88. 0 92. 4 90. 6 93. 4 92. 0

It is certainly gratifying to note that these cities, with their old established systems, get results about the same as in the island of Porto Rico, and that but few exceed the record of Sabana Grande

(95.77) or Manatí (95.01).

Equally encouraging are the figures for the rural schools, where for obvious reasons the same high standards can not be expected as in the graded schools. Here, in spite of adverse circumstances, the very excellent average of 88.17 per cent was attained in the rural schools of the island. The maximum attendance was found in the municipality of Sabana Grande (94.51 per cent) and the minimum in San Lorenzo (83.23 per cent). The best district was that of Yauco (93.95) and the poorest that of Caguas (84.48), these districts including the maximum and minimum municipalities, respectively.

Furthermore it may be noted that there was an improvement during the year, an attendance of 87.81 per cent in the first term being followed by one of 87.98 per cent in the second term, and 88.92 per cent in the third term.

During the past year especial attention was given both in the office of the department and by the superintendents of schools to matters of enrollment and attendance. It was felt that by increasing the enrollment and insuring the regularity of attendance, not only could the area of the school work be extended, but its effectiveness increased. In both directions signal results have been obtained which should be a rich reward for the efforts made. It is, however, clear that in the great majority of cases, the practical limit of enrollment has been reached. A few schools lag considerably behind the average and these should receive attention. But so far as present schools are concerned, future efforts can not look to any great advance in enrollment or attendance. But the good results already attained should be maintained by the continued exertions of the department, the superintendents, and the teachers.

## SEX OF PUPILS.

We come now to the final and most important element in our consideration of the common schools—the pupils. As already stated, a more or less elaborate census of the pupils was taken on March 2, comprising all the pupils enrolled in the schools on that date. It concerned such important factors as the sex, age, grade, and length of time in school, and was so arranged that a number of the factors could be ascertained in combination. It is believed that the full and accurate results obtained by this independent record fully justifies the departure from the usual practice of basing the personal statistics of school children upon the annual registration. The totals with which they deal approach, as has already been noted, much closer to the average enrollment, and thus give, it is believed, a truer picture of average conditions in the schoolroom. The enumeration of pupils made in March disclosed the following facts as to the sex of pupils, grouped according to grades.<sup>a</sup>

TARTE	A.—Distrib	ution o	f nunile	envalled	March 2	1906	hu	arades	and sea	•
I ADLE	A.—-1) (SU (U)	noune o	pupus	CHIOUCU	DIWICH &	. 1000.	VIII	muues	unu sex	/•

	Graded schools.			Rural schools.			Common schools.		
Grade.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
First. Second Third Fourth Fifth Sixth Seventh Eighth	4, 921 2, 695 1, 883 1, 283 831 409 222 160	4, 284 2, 450 1, 840 1, 065 620 333 251 165	9, 205 5, 145 3, 723 2, 348 1, 451 742 473 325	9, 639 3, 731 1, 934	6, 554 2, 462 1, 027	16, 193 6, 193 2, 961	14,560 6,426 3,817 1,283 831 409 222 160	10, 838 4, 912 2, 867 1, 065 620 333 251 165	25, 399 11, 339 6, 68 2, 349 1, 45 742 473 329
Total	12,404	11,008	23,412	15,304	10,043	25, 347	27,708	21,051	48, 75

If we fix our attention upon the total it will be noted that in both the graded and rural schools the number of boys is greater than the number of girls, though the difference is greater in the rural schools. In respect to the superior number of boys, Porto Rico does not differ from the United States at large, though the excess of boys is proportionally much greater here than there. In the aggregate this is due to the relative preponderance of the rural ungraded school in

the Porto Rican system.

If we examine the figures for American cities we find that there is on the whole a preponderance of girls in the public schools. in 37 Massachusetts towns named in the latest report of the Commissioner of Education at Washington (1903–4, vol. 1, p. 1332) there are only 12 in which the boys in the common schools exceed the girls in number. On the other hand, in the 45 towns in Porto Rico there are only 8 in which the girls are more numerous than the boys in the graded schools.

In any community the number of boys of school age is likely to be slightly in excess of the girls of the same age, but the girls as a rule stay longer in school. They are not forced out of school by the necessity of gaining a livelihood, nor are they tempted from it by the opportunities of earning money to the same extent as the boys. The average boy has a desire to "do things" and is not convinced

that school offers him the opportunity.

These tendencies are brought out more clearly by a consideration of the sex distribution in the different grades. No general report has been made upon this subject for the cities of the United States and the individual reports of the different cities generally lack data upon this point. All the reports in my office have been examined and tables extracted for a number of cities. They can not be reproduced here in detail, but they show that in the lower grades boys are generally in the majority, but in the upper grades the girls are more numerous. Thus we find:

Locality.	Year.	Excess of boys.	Excess of girls.
Houston, Tex Washington, D. C Kansas City, Mo Buffalo, N. Y New York City Erie, Pa Cambridge, Mass Worcester, Mass Graded schools, Porto Rico	1905 1904 1905 1901 1905 1904	Up to third grade, inclusive Up to second grade, inclusive do Up to sixth grade, inclusive Up to third grade, inclusive do Up to fifth grade, inclusive Up to eighth grade, inclusive Up to sixth grade, inclusive Up to sixth grade, inclusive	Fourth grade and upward. Third grade and upward. Do. Seventh grade and upward. Fourth grade and upward. Do. Sixth grade and upward. Ninth grade and upward. Seventh grade and upward.

This explanation is further confirmed by an examination of the age tables. It appears that in the graded schools of Porto Rico there are 652 pupils of 16 years of age and upward, but of these 295 are males, while 357 are females. In other words, when children have not completed their common school education by the age of 16, girls are more apt to remain in school than boys.

It has already been pointed out in our annual reports that the schools of Porto Rico could not reach all the persons for whom they are designed. If every child who should go to school had an opportunity of doing so and, as in the United States, was forced to attend school, we should probably have a still more marked expression of

the greater persistence of the girls in the schools.

In the rural schools there is a marked preponderance of boys in all classes. In estimating this we should remember that the rural

school contains only those grades in which boys normally preponderate, and that in view of the distance of the schoolhouses from the homes of the pupils, there are special reasons for an excess of boys in the rural regions. So far as I have been able to secure data for rural schools separately in the States, and such data are rare, a like condition prevails there also.

## AGE OF PUPILS.

The next important consideration in regard to the pupils is their The following summary shows the age of each sex in the common schools: a

Table B.—Distribution of pupils enrolled March 2, 1906, by ages and sex.

	Gra	ded scho	ools.	Ru	ral scho	ols.	Com	mon sch	ools.
Age.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
5 years. 6 years. 7 years. 8 years. 9 years. 10 years. 11 years. 12 years. 13 years. 14 years. 15 years. 16 years. 17 years. 18 years. 19 years. 19 years. 19 years.	498 1,080 1,313 1,351 1,925 1,475 1,850 1,286 793 445 168 90 33	93 443 923 1, 194 1, 233 1, 668 1, 355 1, 537 1, 060 720 425 198 94 94 55	186 941 2,003 2,507 2,584 3,593 2,830 3,387 2,346 1,513 870 366 184 88	160 704 1,613 2,081 1,994 2,371 1,737 2,127 1,181 757 367 138 55 19	107 533 1,090 1,355 1,302 1,698 1,202 1,354 715 407 196 55 24 5	267 1, 237 2, 703 3, 436 3, 296 4, 069 2, 939 3, 481 1, 896 1, 164 563 193 79 24 0	253 1, 202 2, 693 3, 394 3, 345 4, 296 3, 212 3, 977 2, 467 1, 550 812 806 145 52 4	200 976 2,013 2,549 2,535 3,366 2,557 2,891 1,775 1,127 621 253 118 60 10	453 2, 178 4, 706 5, 943 5, 880 7, 662 5, 769 6, 868 4, 242 2, 677 1, 433 112 14
Total	12,404	11,008	23, 412	15,304	10,043	25, 347	27,708	21,051	48,759

In a community with absolute compulsory education rigorously enforced, we should expect the greatest number of children in the schools in the very earliest years of school life, since these are the classes most numerous in the population at large. Where there is greater liberty for parents in the matter of sending children to school, due to inadequate facilities, we should expect a larger number of belated entries. Moreover where the school system has been recently introduced, the beginners will be older than where it has been in long continued existence. We should expect this in Porto Rico, where the system is still expanding. When the system grows older we shall probably find a better representation of the ages below 10 years.

Unfortunately there has been no study in detail in the United States of the ages of school children generally with which we could compare our conditions in Porto Rico. National and State reports do not give this detail, and it is only in a few cities that we find any statements. Availing myself of such material as is at my command in this office, I am able to compare the ages in the graded schools of Porto Rico with the ages in the graded schools of three cities in the United States.

Table C.—Distribution of pupils in town schools by ages.

GRA	DED	SCHOOLS	

Age.	Porto Ri	eo, 1906.		ld, Mass., 01.	Kansas (	City, 1905.	Portland, Oreg., 1904.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent
Under 6 years	186	0.8	456	5, 06				
6 years		4.0	858	9.6	3, 593	13.1	953	8.5
7 years		8.6	1,003	11.2	3,012	10.9	1,326	11.
8 years	2,507	10.7	995	11.1	3, 119	11.3	1,296	11.5
9 years		11.0	885	9.9	3,034	11.0	1,296	11.5
10 years	3,593	15.3	893	10.0	3,110	11.3	1,379	11.5
11 years		12. 1	828	9.3	3,078	11.2	1,313	11.
12 years	3,387	14.5	816	9.1	3,020	11.0	1,247	10.
13 years		10.0	768	8.6	2,612	9.5	1,193	10.
14 years	1,513	6.4	712	7.9	1,855	6.8	887	7.0
15 yea <b>r</b> s	870	3.7	428	4.8	753	2.73	466	4.0
16 years	366	1.6	212	2.3	240	. 9	181	1.0
17 years		.8	83	. 9	48	. 2	48	
18 years		. 4	20	. 2	14	. 05	15	
Over 18 years	14	.1	4	. 04	6	. 02	15	
Total	23, 412	100	8,961	100	27, 494	100	11,615	100

The table shows a maximum number of children at the age of 10 in Porto Rico, at 7 in Springfield, at 6 in Kansas City, and at 10 in Portland, though in the latter case the percentage is only slightly higher than it is at the age of 7. Or again, looking at it in another way, the percentage of children under 10 is 35.1 in Porto Rico, but in Springfield it is 46.9, in Kansas City 46.2, and in Portland 42. Conversely, a glance at the table shows a larger proportion of older pupils in Porto Rico than in the cities with which it is compared. Equally interesting in this table is the more even distribution of ages among pupils in the American cities.

We have considered the ages of the whole body of children in school. School life in the graded schools at least contemplates eight years of the child's life and the really significant facts as to the ages of the children in school can only be seen by a comparison of ages and grades. This is furnished in the following table:

Table D.—Distribution of persons enrolled March 2, 1906, by grades and ages.

GRADED SCHOOLS.

Age.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.	Total.
5 years	185	1							18
6 years	921	19	1						94
7 years	1,816	173	14						2,00
8 years	1,836	572	90	8	1				2,50
9 years	1,368	850	309	54	3				2,58
10 years	1,472	1,163	681	234	34	7	2		3,59
11 years	704	868	759	348	110	36	5		2,83
12 years	585	888	932	558	305	79	34	6	3,38
13 years		397	581	556	357	151	76	21	2,34
14 years		162	217	356	357	186	100	44	1,51
l5 years		45	108	174	202	154	97	75	87
16 years		6	26	40	55	78	89	69	36
17 years		1	4	16	21	36	46	59	18
18 years			1	4	6	15	20	41	- 8
Over 18 years							4	10	Ĩ
Total	9,205	5, 145	3,723	2,348	1, 451	742	473	325	23, 41

Table D.—Distribution of persons enrolled March 2, 1906, by grades and ages— Continued.

#### RURAL SCHOOLS.

Age.	First grade.	Second grade.	Third grade.	Total.	
5 years 6 years 7 years 8 years 9 years 10 years 11 years 12 years 13 years	1, 226 2, 626 3, 034 2, 505 2, 588 1, 437	16 11 76 362 694 1, 222 1, 078 1, 342 716	1 40 97 259 424 689 603	267 1,237 2,708 3,436 3,296 4,069 2,939 3,481 1,896	
4 years 5 years 6 years 7 years 8 years Dver 18 years.	296 137 42 17 7	406 165 72 25 8	462 261 79 37 9	1, 16 56 19 79 24  25, 34'	

Fixing our attention upon the graded schools, we can not but be struck by the wide diversity in the age of children in the first grade. It is clear that with the comparatively recent spread of the schools in Porto Rico they are appealing to a large number of children of rather mature age who have hitherto been deprived of school opportunities It is a striking and certainly unusual thing that of the 9,205 children in the first grade as many as 903, or nearly 10 per cent, should be 12 years of age and upward. This great diversity of age, which is found likewise in the other grades, can not fail to present difficulties in the school work comparatively unfamiliar in the United States. Thus, quoting again the city of Springfield, Mass., we find that in 1901 it had 1,717 pupils in the first grade, but of these only 6 were of 12 years and upward. To pursue the comparison a step further we find in the Porto Rican graded schools as many as 3,079 first-grade pupils of 10 years of age and upward, or 33.4 per cent, while in Springfield the corresponding number was only 15, or less than 1 per cent. There is no reason why the Porto Rican child should not begin his schooling as early as the American child, and of course many of them begin quite as soon. But there are evidently a large number who have begun much later.

Examining the figures for the second and the subsequent grades, we see in each a wide diversity of age growing less as we advance. A short expression of this age diversity can be found by dividing the pupils of each grade into those of normal age and those above that age. To a certain extent the conception of a normal age must be conventional. In a discussion of this subject in the Annual Report of the Commissioner of Education of the United States the age of 8 is taken as normal for the first grade. It is considered that while children may begin at 6 years, at 8 every child should be in school. Adopting the same plan for the graded schools of Porto

Rico, we find the following figures:

Table E.—Number of pupils enrolled March 2, 1906, in each grade who were above normal age. Comparison with percentages for Boston, Mass.

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Per cent of

Grade.	Normal age.	Pupils of normal age and under.		Total pupils.	pupils above nor- mal age.	above nor- mal age in Boston, Mass.
First	8 9 10 11 12 13 14	4, 758 1, 615 1, 095 644 453 273 217	4, 447 3, 530 2, 628 1, 704 998 469 256	9, 205 5, 145 3, 723 2, 348 1, 451 742 473	48. 3 68. 6 70. 6 72. 5 68. 8 63. 2 54. 1	22. 2 34. 3 36. 8 48. 4 50. 7 50. 3 49. 6
First Second Third	8 9 10	7,137 1,159 397	179 HOOLS. 9,056 5,034 2,564	16, 193 6, 193 2, 961	55. 1 55. 9 81. 3 86. 6	41.7

Figures for Boston from the report above named have been added for comparison. Looking at the Porto Rican figures, it appears that the proportion of children above the normal age is nearly one-half in the first grade. This comprises all children who originally entered after 8 years of age, and doubtless includes a considerable number who entered at the age of 8 and who were not promoted at the end of their first year of schooling. In the second grade the proportion amounts to 68.6 per cent. In the increase we have, of course, no question of children entering school late, since all in the second grade must have passed through the first grade, but we have a clear expression of the effects of nonpromotion of the pupils. It will be observed that the proportion of pupils above average age increases to the fourth grade, each year adding its quota of nonpromoted children. But after the fourth grade the proportion diminishes. the number of pupils diminishes, it is plain that the older pupils are the first to drop out, leaving the field to the younger pupils. A glance at the Boston figures reveals the same tendencies, but not in so marked a degree. Here the number of children above normal age at the outset is not so great relatively.

The presence of pupils who are so far advanced in years in all the grades is a striking feature of our Porto Rican schools. While it is obvious that the age of 15, deemed a normal age for the eighth grade, is often exceeded, it will be conceded that few care to stay in the elementary schools when they have reached the age of 18 years. Hence we may consider that those who can not finish their common school education before the age of 18 are beyond any question very much beyond the normal age of their respective groups. We find this number to have been—

Grade.	Age.	Number.	Per cent.
Seventh Sixth Fifth Fourth Third Second	18 years and upward 17 years and upward 16 years and upward 15 years and upward 14 years and upward 13 years and upward 12 years and upward 12 years and upward 11 years and upward	70 129 284 590 937 1,499	15. 7 14. 7 17. 5 19. 5 20. 8 25. 2 29. 1 17. 5

Comparing these figures with those formerly given, including many who were only slightly above normal age, we find that the percentage, instead of increasing to the fourth grade, diminishes steadily after the second grade, and at the end is slightly less than at the beginning. In other words, the more advanced the age, relatively, to the grade the faster the children drop out of schools. It would seem, however, as if the persistence of these pupils in the schools was slightly greater in the eighth grade than in the seventh grade.

With this somewhat full interpretation of the figures for the graded schools, it will hardly be necessary to more than glance at the corresponding figures for the rural schools. Here we notice that the range of age among the beginners, or in the first grade, is even greater than in the graded schools. The percentage of pupils above normal age is much higher in the first grade, being 55.9, and rises in the third or final grade of these schools to 86.6. We find a very satisfactory explanation of this in the fact that schools have been recently implanted in many rural districts, and in all of them the influx of new scholars has probably been greater than in any previous year.

#### GRADES.

Our discussion of the sex and age of the children in school has already indicated how important in any analysis are the different school grades. These determine the position of the child within the school plan. Our system is based upon eight grades for the town schools and three for the country schools. The distribution of pupils in the several grades is shown in the following table.<sup>a</sup>

Table F.—Distribution of pupils enrolled March 2, 1906, by grades.

Grade.	Graded schools.		Common schools.		Rural schools.	Comm
First	9, 205	16, 193	25, 398	39.3		

Grade.	Graded schools.	Rural schools.	Common schools.	Graded schools.	Rural schools.	Common schools.
First Second Third Fourth Fifth Sixth Seventh Eighth	9, 205 5, 145 3, 723 2, 348 1, 451 742 473 325	16, 193 6, 193 2, 961	25, 398 11, 338 6, 684 2, 348 1, 451 742 473 325	Per cent. 39.3 22.0 15.9 10.0 6.2 3.2 2.0 1.4	Per cent. 63.9 24.4 11.7	Per cent. 52.2 23.4 13.6 4.8 3.0 1.5 .9 .6
Total	92 419	95 947	49 750	100	100	100

It appears from this table that more than half the children are in the first grade and that the proportion is considerably larger in the rural schools than in the graded schools. The very high percentage in the rural schools is without doubt due in part to the extraordinary efforts made in the past year to increase school attendance. It seems not improbable, though we have no figures bearing upon this point, that the proportion is somewhat larger than in the previous year. we turn our attention to the graded schools, it appears that nearly 40 per cent of the pupils are in the first grade. How shall we interpret this striking fact, that of the eight years' schooling which the system offers so large a proportion of children should be in the first grade? If all the children who go to school completed their

a See Statistical Tables 11, 12, 13, 14, and 15,

studies and completed them in the eight years provided, it is clear that the classes would diminish in numbers only as the population decreases through the death of its members. But as nowhere do all children who enter the public schools complete their studies before leaving, we must seek in the experience of other places some standard by which to estimate the figures already cited. For this purpose I have drawn up from the Report of the United States Commissioner of Education for 1903–4 the following table relating to 58 cities in the United States:

Grade.	Systems ; kinderg		Systems v derga		Total.		
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	
Kindergarten First Second Third Fourth	38, 157 27, 319 27, 243 25, 417	20. 8 14. 9 14. 9 13. 9	71, 409 311, 959 252, 619 239, 057 212, 634	4. 5 19. 8 16. 0 15. 2 13. 5	71, 409 350, 116 279, <b>9</b> 38 266, 300 238, 051	4. 1 19. 9 15. 9 15. 1 13. 5	
Fifth Sixth Seventh Eighth	23, 417 22, 420 19, 020 14, 242 9, 402	12. 2 10. 4 7. 8 5. 1	179, 027 136, 255 100, 027 73, 838	11. 4 8. 6 6. 3 4. 7	201, 447 155, 275 114, 269 83, 240	11. 5 8. 8 6. 5 4. 7	
Total	183, 220	100	1, 576, 825	100	1,760,045	100	

a Report of United States Commissioner of Education, 1903-4, pp. 1311-1313.

For the purpose of this comparison the kindergarten pupils may be reckoned with the first grade. Here again we find the first grade more numerous than any other, the preponderant feature in the system, comprising nearly one-fourth of all the pupils. There is quite a falling off in the second grade, a decline of 8.1 points, but after that the decline is quite gradual, there being a difference of only 4.4 points when the fifth grade is reached. On the other hand, in the graded schools of Porto Rico nearly 40 per cent of the children are in the first grade, while the drop to the second is one of 17.3 points, and the subsequent diminution is very rapid—a further drop of 15.8 points when the fifth grade is reached. These are the obvious facts, what is the probable explanation? The following circumstances have a bearing upon the case.

1. The system is comparatively new. The pupils of the fifth grade who have been at least five years in school are survivors of the first grade pupils of 1901. These were much less numerous than those of 1906.

2. Children drop out of school earlier in their school career than in the United States. This is probably true of those who enter school young. It is certainly true of those who enter the schools comparatively late, and our discussion of ages has shown that this class is very numerous.

3. The number of children who make slow progress in their work and who spend more than one year in a grade is larger than in the United States.

Unfortunately we have not the data for measuring accurately the relative strength of these three features. We can only approximate them. Considerable light is thrown upon these problems by an inquiry made into the number of years which the children have been in school.

#### LENGTH OF TIME IN SCHOOL.

The length of time which a child passes in the school is an important measure of the service which a school system is rendering the community. In order to make this point plain resort may be had to a suppositious case. In community A let us assume that in each of the ages 7, 8, 9, 10, and 11 there are 1,000 children, and it is proposed to start a school system of five years providing for every child, and that each passes from one grade to another. In five years there will be 5,000 pupils in the schools and the same will be true five years later. Suppose a similar community, B. In this, however, either the school plan is so defective or the teachers so inefficient or the pupils so stupid that each child requires two years in each grade. In that case, at the end of five years there will be 5,000 pupils in the schools, but the oldest will be only half through, and at the end of ten years there will be 10,000 children in the schools. In other words, to give the same amount of education requires double the equipment and double the effort in B. Or, let us take another aspect. Suppose that after ten years there are in A, under the conditions named, 5,000 pupils and in B a like number. In such a case B is educating only one-half of its children, or else giving them only one-half the education which is being given to the children in A.

The illustration has, I hope, made clear that for whatever cause children are delayed in the completion of their work by just so much does the school system lose from its maximum efficiency. The actual efficiency of the system can never be equal to its theoretical efficiency. There must always be some children who have not the same grasp as others. A certain percentage will fail to be promoted at the end of each year and thus require more than the allotted number of years to complete their school work. The inquiry into the number of years in school has been made with a view to ascertaining whether in Porto Rico this percentage can be considered normal. The results of the inquiry are summarized in the following table:

Table H.—Distribution of pupils enrolled March 2, 1906, by grades and number of years in school.

#### GRADED SCHOOLS. Years in school. Total. Grade. 2 2 4 7 8 9 10 1 9, 205 5, 145 3, 723 2, 348 $3,676 \\ 1,745$ 4,163 1,110 216 37 First. Second ..... 2, 151 198 24 204 820 $\tilde{75}$ 302 Third..... 25 1,446 1,387 480 341 698 220 Fourth ..... 11 Fifth .. 10 311 608 357 79 14 1,451 8 4 10 7 128 30 50 $\frac{742}{473}$ $\frac{2}{2}$ 13 91 232 234 Sixth 119 16 Seventh ..... 16 50 99 118 3 325 Eighth ..... 4 91 Total ..... 4,407 5,791 5, 150 2,391 1,099 34 21 23,412 RURAL SCHOOLS.

FirstSecondThird	231	5, 076 2, 199 189	1,714 $2,279$ $1,113$	436 1,050 1,018	92 324 433	21 84 150	24 40	2	 	6, 193
Total	9, 100	7, 464	5, 106	2,504	849	255	64	5	 	25, 347

Examining the figures for the graded schools the table seems to show some extraordinary things. It is possible that 3 children in the first grade should have been as many as six years in school, but how is it credible that 3 children in the eighth grade should have been only one year in school. Evidently we have here an inaccuracy. These last are reported incorrectly. Omitting those extreme cases we find that some children pass as many as five years in the first grade and that in every grade there are children who take more than the allotted time. As the grades advance this number diminishes proportionately and another class comes into prominence, those who finish their work in a period shorter than the allotted time. In a previous section we discussed the question, Why do the numbers in the grades dwindle so rapidly? This table enables us to make an approximate test of the accuracy of our conclusions. In this table 4,407 persons, or about 18 per cent, are beginning school work. Let us trace, if possible, the beginners of five years ago. In 1901–2 there was an average enrollment of 39,504. Graded schools are not separated from rural schools, but judging by the number of each it is probable that there were about 17,000 children in the graded schools, and of these about 3,500 were beginners. Now let us look for these 3,500 in our table and we shall find them among those who have been five years in school.

It was pointed out that the fifth grade of 1906 was composed in large part of survivors of the first grade of 1902, and the latter was smaller than the first grade of 1906. It is probable that it numbered about 7,000 persons, of whom as already stated some 3,500 were beginners.

It was also stated that children dropped out of school earlier than in the United States. Of the 3,500 beginners five years ago our table records only 2,391 as now present in the schools. In other words, there has been a loss of nearly one-third of these children.

Finally it was stated that children advanced in their studies less rapidly than in the United States. Our table shows as follows:

	Number.	Per cent.
Have not reached fifth grade (slow advance) Have reached fifth grade (regular advance) Have passed fifth grade (rapid advance) Have dropped from school Total		40. 37 17. 37 10. 57 31. 69

This single illustration, in amplification of an earlier argument, brings out with remarkable clearness the characteristic fact of this table, namely, an undue length of time spent in the grades.

The foregoing is subject to some modification resulting from the incompleteness of statistical measurement. In our table we have not dealt and can not deal with fractions of years. This may affect materially our figures for the first grade. When we say that there were 3,676 children in their second year, it is not equivalent to saying that in June, 1906, 3,676 children would have completed two years' work. Admission to school after the year opens is very frequent in the first grade, and there is no doubt that a considerable number of

children complete only a year and a half of work or even less. While we can not measure this exactly, we should never lose sight of the

fact in considering these tables.

A short expression of the delay in passing through the grades may be obtained by comparing normal progress with actual progress. Normal progress means taking one year of schooling to each grade. But as the children who enter the first grade late can not be expected to pass in the first year, we may also compare figures taking two years for the first grade and one for each succeeding grade. The true measure probably lies between the two, and both are presented in the following table:

Table I.—Distribution of pupils enrolled March 2, 1906, in each grade according to the number of years spent in reaching it.

	One year in each grade.							
Grade.	Under normal.	Normal.	Above normal.	Total.	Under normal.	Normal.	Above normal.	
Graded schools: First	204 327 402 393 338 278 239	4, 163 1, 745 1, 446 965 608 234 119 69	5, 042 3, 196 1, 950 981 450 170 76 17	9, 205 5, 145 3, 723 2, 348 1, 451 742 473 325	Rer cent. 3. 9 8. 8 17. 1 27. 1 45. 5 58. 8 73. 5	Per cent. 45.2 33.9 38.8 41.1 41.9 31.5 25.2 21.2	Per cent. 54.8 62.2 52.4 41.8 31.0 23.6 5.8	
FirstSecondThird		8, 854 2, 199 1, 113	7, 339 3, 763 1, 644	16,193 $6,193$ $2,961$	3.7 6.9	54. 7 35. 5 37. 6	45. 60. 55.	

	One or two years to first grade and one year to the others.							
Grade.	Under normal.	Normal.	Above normal.	Total.	Under normal.	Normal.	Above normal.	
Graded schools: First. Second Third Fourth Fifth Sixth Seventh Eighth Rural schools: First. Second Third	204 327 402 393 338 278 239	7, 839 3, 896 2, 833 1, 663 965 362 169 79 13, 930 4, 478 2, 131	1, 366 1, 045 563 283 42 26 7 2, 263 1, 484	9, 205 5, 145 3, 723 2, 348 1, 451 • 742 473 325 16, 193 6, 193 2, 961	Per cent.  3.9 8.8 17.1 27.1 45.5 58.8 73.5	Per cent. 85. 2 75. 8 76. 1 70. 8 66. 5 48. 8 35. 7 24. 3 86. 0 72. 3 72. 0	Per cent.  14.8 20.3 15.1 12.1 6.4 5.7 5.5 2.2 14.0 24.0 21.2	

By both of these methods of considering the subject we see a considerable proportion of children who have been unduly long in the first grade and a still larger proportion in the second grade. After this, the proportion diminishes until in the eighth grade it is almost a negligible quantity. On the other hand, there is in the second grade a small proportion who reach that point in the first year, and in each of the succeeding grades an increased proportion of children who have passed up more rapidly than the programme calls for. In the eighth grade these constitute nearly three-fourths of the pupils. This is a remarkably clear presentation in figures of the principle of the survival of the fittest.

Turning our attention briefly to the figures for rural schools, we see here a preponderance of pupils in the first year due to the efforts

to keep up attendance and enrollment. Here also the percentage of backward pupils is large, probably too large. Thus to go into details, we see that of 2,504 pupils in their fourth year of schooling only 1,018 had attained the third grade, and 1,486 were still in the first and second grades.

## PROMOTIONS.

The results of the school work are reflected in the number of pro-Such promotions occur normally at the end of the school year, but there are also promotions more or less occasional during the year. A system which includes the latter within its purview must of necessity compare promotions with the average enrollment But where, as in the present instance, promotions of the schools. at the end of the year only are reported, the proper comparison is with the number of pupils enrolled at the same period. of the department prescribe examinations for eighth-grade pupils in June, and at no other time can there be any granting of diplomas in this grade, which is equivalent to the promotions of the lower grades as a certificate of work completed. In the lower grades the matter of promotions is in the hands of the superintendents of schools. They can and do promote specially qualified pupils during the school year, but in general promotions are confined to the end of the year. In a few districts where by-promotions are more frequent than in others, reports for annual promotions would appear

No correct interpretation of a high or low percentage of promotions in any given case can be made without a full knowledge of local conditions. In general a low percentage of promotions may be due to one or more of the following causes:

(a) Defective grading.—If the grading in a system of schools is poor, if children are advanced or retained in the same class in any unsystematic and haphazard fashion, the class will be heterogeneous in its composition. Teaching will be more difficult and the percentage of successful pupils less than where pupils are more evenly pre-

pared for the work they undertake.

(b) Defective courses of study.—The amount of work to be covered in the course of the year as fixed in the course of study for the schools must be nicely adjusted in each grade to the age and capacity of the pupils. If this adjustment is lacking and a given grade is overburdened with work the result is disastrous. Fewer pupils pass to the next higher grade. Such a state of affairs works to the detriment of the school system by increasing the number of unsuccessful pupils. The latter are the first to leave the schools and after a certain age is reached it is almost impossible to keep them in the schools.

(c) Stupidity of pupils.—Any group of children in a school will show a general average of brightness, interest, and application; but there will always be some who are backward, listless, and indifferent. Should this class assume a relatively large proportion in the group

the proportion of promotions is likely to be small.

(d) Inefficiency of teachers.—How much the intelligence and capacity of the teacher has to do with the success of the pupils is too well known to be commented upon at length. It is an almost obvious conclusion that, other things being equal, Miss A, who in one third

41

grade has 80 per cent of her children promoted, is a better teacher than Miss B, who in another third grade has only 60 per cent of her children promoted. But obviously the judgment should not be pronounced until it is perfectly certain that other things are equal, that

the pupils are equally intelligent.

15, 232

4,657

So many causes concur in promoting a low percentage of promotions in one case and conversely a high percentage in another that it would be hazardous to attribute it to any one cause. The analysis is not so important in tracing definitely the cause as it is in suggesting various remedies, all of which must be applied concurrently if we are to secure the best results. The analysis of the figures for promotions was not carried further than the grades, with the distinction in each of the pupils who had been only one year in the grade and those who had spent two or more years. The results are given herewith.<sup>a</sup>

Table K.—Promotions of pupils, June, 1906.
GRADED SCHOOLS

		G	KADEL	SCHOO	110.				
Grade.	Pupils one year in the grade.			Pupils tw	o or mo grade.		All pupils.		
	Number.	Promoted.		Number.	Pron	Promoted.		Pron	oted.
First	3, 171 2, 657 1, 668 1, 215 618 366 237	1,729 1,635 1,579 956 748 434 263 122 7,466	Per ct. 35 52 59 57 61 70 72 51 40	4, 163 1, 606 738 453 175 109 80 64 7, 388	2, 358 1, 165 523 355 116 65 64 34 4, 680	Per ct. 57 73 71 78 66 60 80 53	9, 092 4, 777 3, 395 2, 121 1, 390 727 446 301 22, 249	4, 087 2, 800 2, 102 1, 311 864 499 327 156	Per ct. 45 59 62 62 62 69 73 52
	·	]	RURAL	school	s.				<u>'</u>
First. Second Third. Fourth	1,431	2,369 1,515 770 3	22 50 54 11	5, 319 2, 855 1, 485 49	2, 951 1, 781 829 30	55 62 56 61	16,045 5,902 2,916 77	5,320 3,296 1,599 33	33 56 55 43

It appears from these figures that at the end of the year there were 22,249 pupils in the graded schools of Porto Rico, and that 12,146, or 54 per cent, of them were advanced to the next higher grade. The proportion is astonishingly low if we state it in the form that little more than half the pupils of the schools were successful in their studies. In the first grade the proportion is less, only 45 per cent, but in the second grade it rises above the average to 59 per cent and subsequently continues at about this figure until the sixth and seventh grades. In the latter the percentage is 73, but this falls in the eighth grade to 52. From these figures it is clear that the Department of Education, which conducts the eighth-grade examination, is more severe in its standards than the superintendents who are intrusted with the promotions in the lower grades. It would follow either that the tests of the eighth grade are too severe or those of the seventh are too lax. We have already seen in our discussion of ages and of

9,708

5.591

24.940

10.248

the number of years in school how there is a gradual selection of pupils so that those who remain at the end of the course represent more uniform ages, more uniform duration of studies, and probably

a higher average of intelligence than those at the beginning.

This seems to be reflected also in the more favorable promotion percentages in the sixth and seventh grades. But, as already pointed out, there is a marked break between the seventh and the eighth grades, which calls attention to the necessity of a better adjustment. The number of pupils of the eighth grade is in some districts very small. Of the 19 districts, 11 only had as many as a dozen pupils in the eighth grade. Three only, San Juan, Ponce, and Bayamón, were exceptions to the rule that eighth-grade promotions were less numerous than seventh-grade promotions.

Mention has already been made of the low percentage of promotions in the first grade. In view of the fact that this grade is constantly being recruited by new accessions, this was to be expected. No test of the work in the grade could be obtained without separating pupils in the first year from those in the second and later years of schooling. Among the latter the percentage of promotion is 57, and among the former only 35. If we follow the same plan for the other grades we find that in each the proportion of promotions is greater among those who have spent more than a year in the grade.

Taken as a whole the number of promotions is distressingly low. While some pupils must, of course, fail in their work, a proportion of failures of nearly one-half is alarming. No rule can be given as to what constitutes a reasonable amount of failure, but it is generally conceded that it should not exceed 20 per cent. Thus, in the public schools of Chicago in 1905, the successful pupils were 81.3 per cent of the average enrollment in the first four grades, and 84.9 per cent in the upper grades.

In the rural schools the progress of the pupils has been even slower. In the first grade only 33 per cent of the pupils were promoted. We should expect here a lower percentage than in graded schools because of the larger number of beginners. But in the second and third grades, with 56 and 55 per cent of promotions, respectively, the rate of progress is less than in the corresponding grades of the graded

schools.

The situation in our schools calls loudly for a remedy, if one can be found. It shows how much work is still necessary to bring our schools to the highest standard of efficiency. None but the highest standard is admissible. In a given number of years efficient schools will do as large a work in disseminating education as a much larger number of inefficient schools. If pupils pass through the schools with only half the rapidity which has been computed, the schools can do only half the work contemplated. The next problem in the common schools of Porto Rico is to increase the rapidity with which the bulk of the children complete their courses, and thus increase the number who can receive an education within a given period of time.

#### AGRICULTURAL SCHOOLS.

A type of school closely approximating the ordinary rural school is the agricultural-rural school, of which there are at the present time 11 in the island, though formerly there were 19. The schools were

planned to combine instruction in agriculture with the ordinary instruction given in the rural schools. Each school was surrounded by at least 1 acre of land and oftentimes more, tools were provided and the schools placed in charge of teachers of the graded rank, who had taken some special courses in agriculture at a summer normal school to qualify them as teachers of agriculture. The daily program included one or two hours of field work under the supervision of the teacher, with explanations of the processes involved.

It has already been noted in these reports that the schools have been only an indifferent success. This has been due to a variety of causes, some local and others general. The principal local causes of failure have been in some cases an unfortunate selection of sites for the schools, and in others an unfortunate selection of teachers. But there has been another and more general cause of ill success in the difficulty of sufficiently differentiating these schools from other rural schools. They have been under the necessity of supplying the school needs of their neighborhood. Hence they have admitted many little children, who by reason of age and physical development are utterly unfitted for any agricultural labor.

In short, the characteristic features of the rural school have crowded out or reduced to trifling importance the special features of agricultural education for which the schools were established. Various combinations of adverse circumstances have led to the abandonment of the schools in several localities, and where they have been continued under more favorable conditions, the results have not been those hoped for. As favorable results as anywhere have been obtained in the schools of Sabana Grande, Lajas, and Cabo Rojo. In these schools a rural teacher is in charge, and a special agricultural teacher passes during the week from one school to another, devoting all his time to the teaching of agriculture. During the coming year a similar system will be tried in the town of Utuado.

As before stated these schools approximate very closely the rural schools in their structure and organization. The average enrollment for the year was 49.15 pupils per school and the percentage of attendance 88.97.<sup>a</sup> The school at Bayamon was conducted with a double enrollment—a form of organization which is very questionable if any real work is to be done in agriculture. Despite this apparent handicap it must be acknowledged that good results were obtained.

Examining further census results we find the following distribution of the sexes:

	Males.	Females.	Total.
First grade Second grade Third grade	248 135 46	94 65 23	342 200 69
Total	429	182	611

The preponderance of the male sex is greater than in the ordinary rural school, the result doubtless of the special agricultural instruction. In the latter the girls can, of course, take only a minor part, in the care of flower gardens. On the other hand the age distribution of the pupils does not show any marked variation from the type familiar in the rural schools. The following figures giving the number of pupils at each age a—

Years.	Pupils.	Years.	Pupils.	Years.	Pupils.
5. 6	7 25 63 66 79	10	111 78 94 45 26	15 16 Total	9 8 611

show the same concentration in the ages 9 to 12 and the rapid falling off after that date.

The relatively small number of children in the third grade, where, if anywhere, it would be assumed that the agricultural instruction would be profitable, does not indicate that it offers an attraction suffi-

cient to retain in school any considerable number of pupils.

The latter conclusion would seem to be slightly modified by a consideration of the number of years in school.<sup>b</sup> It appears that of 611 pupils, 155 are in the first year, 214 in the second, 164 in the third, and 78 in later years of school life. It will be remembered that in the rural schools generally the first year of school life was most prominent; here the second. If these schools retain for a second and third year a larger proportion of pupils than the rural schools generally it is likely that this is due quite as much to the general attractiveness of the school surroundings as to any special attractiveness of the instruction in agriculture.

Our account of the agricultural instruction in the island would be incomplete without a reference to the school of practical agriculture established at Rio Piedras by the trustees of the University of Porto Rico. Unlike the other schools of the island, supported by public authority, this is a boarding school. Twenty-eight boys are selected from various points of the island and are given here free board and tuition. The standard of admission is based upon the completion of the third grade of the common schools in order that boys whose only training has been in the rural schools may not be excluded. At the

same time robust physique is essential, as the work is hard.

In exchange for their board and tuition, the boys are required to work daily five hours in the field. They work under the supervision of competent instructors who give practical instruction as the work progresses. The farm comprises about 100 acres, of which about 20 acres are under cultivation, mostly in pineapples and a large part is in pasture land. Pineapples and dairying are the principal productive industries followed. Other crops are grown for food, and oranges and sugar cane are grown in small quantities to illustrate methods of cultivation. When the school opened in January, 1905, a few acres only were under cultivation. The cultivated area has been extended, roads constructed, land cleared, and farm buildings erected largely by the labors of the boys aided by hired workmen for the heaviest work.

a See Statistical Table 20.

In the afternoons field labor gives place to class-room instruction. Theoretical agriculture is its elements, English, arithmetic, and Spanish are the principal studies pursued. Boys who work during their free hours receive a compensation for their labors and thus make their pocket money. The school furnishes their working clothes and their shoes. In a general way the methods of the Tuskegee Institute are followed in the work of the school.

The school has been in operation since January, 1905. The visible results in the improved condition of the farm are very marked. The pupils have also made good progress, and some who, though not graduates—the school has been in operation too brief a time to have graduates—have been unable to return to the school, have already

obtained good positions.

In his annual report, the director of the school of agriculture at Rio Piedras, Mr. F. M. Pennock, gives an encouraging account of the work during the school year 1905-6. The accommodations have been increased, farm buildings erected, pastures stumped and cleared, grass planted; cows, swine, and bees purchased. Provision was also made for the employment of an assistant director. The course of the school is designed to prepare foremen in the agricultural industry. Students are taught dairy management, various operations of the pineapple farm, the use of plows, cultivators, and other modern machinery, the application of fertilizers, the growing of trees in nurseries, transplanting and caring for them in groves, the construction of ditches, roads, and simple structures and the keeping of farm accounts. General farm work begins at 7 a.m., the young men working during the morning hours in the dairy, on the farm, and in the orchard, among the pineapples or in the workshop. After a short rest and change of dress, the midday meal is served and the afternoon is devoted to class-room recitation and military drill alternated with physical exercises.

During the past year a full course could not be put into operation for lack of accommodations and because of the small number of teachers. One result of this was defective grading of the pupils in academic work. Although the school has only been in progress a year and four months, some of the students, members of large families, have been obliged to leave in order to help their relatives. They have found employment on farms and give satisfaction to their employers. One young man writes that he has secured a position on an orange farm where he is able to save more money than if he were

teaching a rural school.

In the school work, the home life of the pupils is of the highest importance. Mention should be made of the efficiency and devotion of the matron, who has contributed largely to the improvement of the pupils in health, manners, and deportment. When the work began in October, 1904, the farm was in a state of complete abandonment, with the exception of about 2 acres each of oranges and pineapples. Great progress has been made in the development of the farm and even better results are anticipated for the coming year. Provision has been made for the erection of a new school building and some necessary farm buildings, for the appointment of two additional teachers and for the maintenance of 14 additional pupils.

#### INDUSTRIAL SCHOOLS.

Industrial schools were originally established in 1903 in the cities of San Juan, Ponce, and Mayaguez, and later other schools were opened in Arecibo and Guayama. The schools were designed to meet a real need for a thorough technical training of a more elementary sort, which is obviously lacking in Porto Rico. For the administration of these schools there was appointed a supervising principal who had had considerable experience in manual-training schools in the United States.

Very soon there appeared in the conduct of the schools, and in the public opinion concerning them, a more or less sharp distinction between the theory of manual training and the theory of industrial training. Certain elements were strenuously opposed to the idea of manual training, not so much in principle as because, in their opinion, manual training was a luxury which the people of Porto Rico could not afford. Opposition to the industrial schools I found to be very great when I reached the island in 1904, but the work of the year had already been started and new plans could not be put into force. best that could be done was to study the situation. In the meantime. the opposition to the industrial schools seemed to grow in strength and a considerable effort was made in the legislature of 1905 to abolish those schools. The result of the discussion was a compromise, by which the schools of San Juan, Ponce, and Mayaguez were maintained, but those of Arecibo and Guayama abandoned. cipal defect, if the current criticism was correct, was that the schools were not practical.

In the school year 1905-6, a number of important changes were made in the conduct of these schools. The position of supervising principal was abolished and heads of the three schools entered into closer and more intimate relations with the department. Grading in academic work was made entirely distinct from grading in the shop work. For one group of pupils all shop work was done in the morning, for another in the afternoon, the remaining time being given to academic work. Thus all teachers were constantly employed and the capacity of the school increased by increasing the number of pupils per teacher. Every effort was made, within the limits of the available equipment, to give the schools a practical character. So far as possible actual objects were substituted for mere models and children were taught to make definite things, actual dresses rather than dolls' dresses and real furniture instead of toy chairs and tables. course, the fact of such changes is only obvious to the close observer, and the casual visitor would not see very much difference. Preliminary operations, whether the ideal is manual training or whether the ideal is industrial training, are, of necessity, very much alike.

Notwithstanding these changes, it appeared that public opinion was dissatisfied with the work of these schools, and in the legislature of 1906 appropriations for these schools were stricken out of the budget by the house of delegates, which in the meantime had passed a law abolishing these schools, but merging their material and equipment with that of the boys' and girls' charity schools into a new organization, to be known as a school of arts and trades. This

measure did not reach the executive council until the day before the session closed. The executive council, therefore, did not have time to consider it.

An analysis of this measure at this point would be unnecessary. So far as it relates to the institutions known as the boys' and girls' charity schools it has no bearing on the present situation. Schools of arts and trades desired by the house of delegates were to be built upon the industrial schools. While time was not available for working out the plan of these schools and for a thorough discussion of the bill which passed the house of delegates, the latter body was unwilling to make the appropriations for the industrial schools in exactly the form in which such institutions had previously existed. It therefore provided the appropriation of a round sum for the purpose of schools of arts and trades, leaving the nature and organization of such schools to be determined by a commission.

The work which that commission has before it would seem to be to settle the scope of these schools, to see that instruction in them is upon a thoroughly practical basis, determine the degree of maturity and general education which shall be required of pupils to enter into these schools, the amount of general training which should accompany specific industrial training, and the different kinds of industrial training which may be properly introduced, and similar questions. While it seems to be clear that the industrial schools should lean toward the trade school rather than to the manual training school, the important question is, How can this be effected with the appropriations which the government can afford to make for such purposes? The future of these schools, therefore, rests for the present with the commission above referred to.

Turning now to the work accomplished in the past year, it is gratifying to note that the three schools in operation had a total enrollment of 621 pupils as compared with 590 for five schools in the previous year. Moreover, the excellent work done in the three schools during the past year is reflected in the figures for the average enrollment, which are as follows:

Term.	1905–6 (3 schools).	1904-5 (5 schools).
First term Second term Third term	521. 63 528. 76 509. 36	590. 95 559. 68 470. 96
Year	521.36	539. 24

It will be noted that there was an increase in 1905-6 between the first and second terms and that the falling off in the third term was comparatively slight. On the other hand, in 1904-5 there was a constant falling off throughout the year, though the great fall in the third term was due to the prospective closing of the schools in Arecibo and Guayama. But on the other hand the three schools not affected by this change fell off from an enrollment of 373.60 in the first term to 298.77 in the third.

The attendance throughout the year has been fairly satisfactory, an average of 90.26 per cent being attained, a figure which has varied very little from one term to another.

The enumeration of the pupils in March, 1906, showed—

	Boys.	Girls.	Total.
San Juan Ponce Mayaguez	70 134 51	77 120 69	147 254 120
Total	255	266	521

It will be observed here, as in the upper grades of the graded schools, there is a tendency toward equality in the number of the sexes. The distinctively feminine occupations, such as sewing, embroidery, and millinery, pursued in the schools would seem to have equal attractive force with the carpentry, leather work, and metal work offered to the boys.

The ages reported are as follows:

Age.	San Juan.	Ponce.	Mayaguez.	Total.
9 years	5 14 24 35 27 20 16	1 5 15 28 63 81 41	1 4 9 19 20 30 20 8	2 14 38 71 118 138 81 40
17 years 18 years Over 18 years.		3 1	6 2 1	11 3 5
Total	147	254	120	521

The children of these schools are older than the average of the common schools corresponding to the pupils of the upper grades in the graded schools.

As the industrial schools occupy a peculiar place in the school system and have their own system of grading, an analysis by classes would afford no comparisons with the facts already ascertained. A further analysis of the census results may therefore be omitted.

In his annual report for the year, the principal of the San Juan industrial school, Mr. Paul E. Taylor, notes the complete reorganization of the school at the opening of the school year in accordance with resolutions adopted at a conference held between the principals of industrial schools and school superintendents in June, 1905. With the approval of the department a special course of study for this school was issued and placed in the hands of the parents and pupils. This made the work more practical and brought about a better relation between the work of the several divisions of the school.

While the enrollment increased during the past year, it was made up mostly of new pupils, few of the older pupils returning to the school and some of those who had been in attendance for several years but were without aptitude for industrial work having been transferred to the graded schools.

Academic instruction was carried out in one of the sessions of the day, either morning or afternoon as seemed most desirable. Lessons were prepared out of school hours, thus giving more time for industrial features of the school.

Industrial instruction for the girls in cooking and sewing was compulsory in the first and second year of the course. In the final year they were allowed to specialize in sewing, embroidery, and drawn work or in millinery. Considerable success has attended the instruction in cooking. Good work was done in sewing, also, and a large number of useful and beautiful things were made. In January an experiment was made in the introduction of a millinery department. More than 100 hats were made and sold by members of the school. Some of the advanced pupils were able to earn considerable money by working in their homes in this industry. This is true of nearly all of the industries taught. Much attention has been given to the utilization in the course in embroidering and needle work and of the instruction in drawing and designing furnished by the school.

Boys had courses in drawing, carpentery, and cabinetmaking, work in leather and metal, in printing, and in bookbinding. In mechanical drawing the boys were required to understand the theory of construction of every article or piece of furniture before working it out in wood. Many useful and ornamental pieces of furniture, including chairs, tables, chests, cabinets, desks, screens, embroidery frames, bookshelves, picture frames, etc., have been made by the boys. The printing and bookbinding class had a membership of 17 boys. The first annual commencement was held on the 13th of June, and 4 boys received diplomas as pressmen and compositors and 1 as cabinetmaker. Attention is called to the need of a better building if the best results are to be obtained from the school, and it is recommended that in the coming year additional industries be introduced.

In his annual report upon the industrial school at Ponce, the principal, Mr. C. A. Perry, calls attention to the benefits which have arisen from the supervision of the district superintendent of schools and the closer association with the common school work. The beneficial exchange of teachers was affected between one of the graded schools and the industrial school and the enrollment was double

what it had been before.

In order to differentiate the work from that of the common schools, "sections" were substituted for "grades." Section A was composed of the industrially capable pupils, while section C was made up of the less capable. At the outset, when their manual abilities were still largely unknown, there was a rough correspondence between the "sections" and the "academic grades," but as rapidly as manual differences became evident reclassifications were made without regard to academic standard. The results were very beneficial. Both in the manual section and in the academic grades the children were correctly classified and were encouraged by their progress in one or the other. Academic instruction was carried on in a different school building, thus dividing the pupils' day into two very distinct portions. Of the 276 pupils enrolled at the beginning of the year, 44 only had ever had any previous industrial training. The number of pupils who could be put to work upon articles of utility was therefore very small. The majority had to be taught first the rudiments of the care and use of tools. So far as practicable the idea of making useful things was kept in view. In the sewing room, handkerchiefs, collars, underwear, and shirt waists were made. In the forge shops, staples, harness hooks, shelf brackets, and various chisels and punches were manufactured. In the woodworking shop pupils made a bookshelf, a taboret, a wall cabinet, and several test-tube holders, and drawn work frames for the use of the school. Collar boxes and pocketbooks were made in the leather shop. The year's work was closed with an exhibition of the work on the afternoon of July 13. Interest shown at the time was gratifying evidence of the value of the school, as were also applications made by employers for boys to work in their shops, and their efforts to induce pupils to leave school for that purpose.

In his annual report the principal in charge of the Mayaguez industrial school, Mr. A. S. Curtis, calls the attention to the difficulty of securing pupils for the school, which was only met by the energetic action of the superintendent of schools of Mayaguez. In the division of hours, the older and stronger pupils were assigned the rather longer morning session for industrial work and the other pupils the afternoon session. Academic work followed as closely as possible the work of the graded schools from the third to the seventh grade.

Industrial work of the year was exceedingly satisfactory. A large number of useful articles were made by the class in carpentry, including teachers' desks, which were sold to the school board of Maricao, cabinets, and similar articles. A marked increase of interest was observed during the year and, as the year progressed, the enthusiasm of the work among the pupils and the interest in the school on the part of the community increased.

#### HIGH SCHOOLS.

High schools have been in operation in the cities of San Juan, Ponce, and Mayaguez. In the last named, however, there was no fourth-year class. The school at Ponce graduated in June, 1906, its first class, upon the termination of the four-year-course.

The school at San Juan is located in the old San Francisco barracks which, in the summer of 1905, were largely reconstructed to adapt them for school purposes. At Ponce a handsome new building for the high and grammar schools was completed in September, 1905. The school at Mayaguez is located in the Farragut School, erected by the department, but the quarters allotted to the high school proper have been somewhat cramped and inconvenient.

In view of the comparatively recent introduction on the island of the American school system, the number of children annually prepared for high school work has been small, and the schools have been conducted on a very modest basis. The following figures are indicative:

	Number of teachers.	enroli-	enroll-	Average attend- ance.	Per cent attend- ance.
San Juan Ponce Mayaguez	3	64 49 31	56. 56 42. 62 24. 72	54.30 41.05 23.62	96. 00 96. 32 95. 55
Island	13	144	123.90	118.97	96. 02:

In stating the number of teachers no account has been taken of the principal of the school, who is also to some extent engaged in the work of instruction. The figures show relatively a considerable falling off in the number of pupils, as those lost can not be replaced. They show also very satisfactory attendance conditions, which compare very favorably with the high schools in the United States

The enumeration of pupils made March 2, 1906, showed the following pupils in the high schools:

	Boys.	Girls.	Total.
San Juan Ponce Mayaguez		11 18 12	56 43 25
Island	83	41	124

It will be noted that the number of boys is greatly in excess of the girls, a relation exactly opposite what is found in the United States. The high school is not in Porto Rico as it is in many of the States a preparation for the normal school—and the girls who desire to become teachers are not attracted to it.

The enumeration also showed the ages of the pupils as follows:

Age.	San Juan.	Ponce.	Mayaguez.	Total.
12 years		1	<u>1</u>	1 1
14 years 15 years 16 years	3 9	5 6 11	2 6 9	10 21 37
17 years 18 years Over 18	12	6 10	6	24 21
Total	56	43	25	124

The students are slightly older than in corresponding schools in the United States.

The San Juan school graduated in June, 1906, a class of 7 pupils. There is every reason to be well satisfied with the results obtained in these institutions. Pupils pass readily from them to the best American colleges and many of the latter are willing to admit the pupils without examination. San Juan graduates are represented in Cornell, Princeton, Dickenson, and Rutgers, while Ponce graduates have entered at Cornell, Syracuse, and Pennsylvania. The department of education of the State of New York has recently placed the San Juan and Ponce high schools upon its list of approved schools, which entitles the graduates of such schools to enter without examination any college or university in the State of New York.

The year marked the establishment of two-year commercial courses in all the schools. They have proven very popular, absorbing a large proportion of the entering classes, and probably contributing to the fact that entering classes were somewhat larger than before.

Connected with each high school there are also lower grades under the general supervision of the principal. These grades were established principally as feeders to the high schools and to insure a proper preparation for the high school work. In San Juan and Ponce they were organized in 1905–6 as grammar schools, taking in all the upper grades of the city. In Mayaguez they are organized simply as a graded school embracing all the grades. In former years these graded schools attached to high schools were distinguished from the other common schools in that instruction in them was given in English. With the spread of English as the language of instruction this distinction has passed away. All the facts relative to the grades have been included in our treatment of the common schools. They are mentioned here as a part of the organization of the high schools.

In his report for the central high and grammar school at San Juan the principal, Mr. E. N. Clopper, notes the reorganization of the grades as a grammar school involving the transfer of pupils from lower grades to the other graded schools of San Juan and receiving in exchange the pupils who had previously attended higher grades in those schools. The main benefit of this system is the establishment of a correlation between the city schools and the high school. Instruction in these upper grades is given exclusively in English by American teachers, with the exception of a special daily lesson in Spanish grammar and reading, thus reversing the former system. The results have been extremely satisfactory. The interest of the pupils has been awakened and they remain in school for a longer period. The success of pupils of the eighth grade in passing the final examination is a striking testimony to the efficiency of the system, even after making all due allowances for other advantages possessed by the children of San Juan over other cities in the island. With the increase in the number of pupils the immediate need of the grammar school is for larger accommodations.

In the high school proper the enrollment shows an increase of about 16 per cent over the previous year. The year closed with a larger enrollment and a larger graduating class than before. new commercial course, covering two years and providing instruction in stenography, typewriting, bookkeeping, English, Spanish, commercial arithmetic, and commercial law, has proven extremely popu-Students who began in September are able to take dictation rapidly and accurately in Spanish, manage the typewriter well, and have made progress in bookkeeping. It is believed that at the conclusion of the two-years' course they will be able to write from dictation in both Spanish and English, and with the other knowledge acquired they should have no difficulty in securing good positions in business houses. The regular high school course was somewhat simplified in the past year with favorable results. Arrangements have been made with a number of the leading colleges and universities in the United States for the admission of graduates to regular standing. This movement has been favorably received, since some of the pupils had very successfully passed the examinations given by the college entrance examination board. The progress of the school is gratifying and the future promising. As yet the proportion of pupils in Porto Rico enrolled in high schools is comparatively insignificant, but with the further development of the school system the schools will be able to render a fuller measure of usefulness.

In his annual report on the high and grammar school at Ponce the principal, Mr. C. A. Perry, calls attention to the difficulties expe-

rienced in the early part of the year by the delay in the construction of the new building. For three weeks school matters were carried on under the greatest difficulties, which gave place to great satisfaction when the new building was ready for occupancy. It is a building of two stories, surrounding a central court yard as well adapted for school purposes as any building in the United States. Through the liberality of the school board of Ponce the building was equipped with modern laboratory tables and telephone and other useful appliances. The equipment for the study of chemistry and physics is as yet limited, and best results can not be obtained without a considerable increase.

The year witnessed the first graduating exercises of the school, which were held on the evening of June 15 in the theater at Ponce before a large audience. Nine students were graduated, the majority of whom will continue their studies in the United States. Recognition is given to the valuable assistance rendered by the assistant principal, Mr. Charles H. Terry, now superintendent of schools in

Fajardo.

One feature of the school life which has contributed greatly to the enjoyment of the pupils and the increase of interest in the schools, has been the development of out-door sports. After the formation of the insular interscholastic association a large number of students took part in them. Mr. Terry trained a team to represent the school at a track meet held in San Juan, and his efforts and the industry and perseverance of the boys was rewarded by securing the champion-ship of the island. A baseball club was organized and games played with other school organizations. In the early part of the year a cadet corps was organized and did good work for a while, but disintegrated for lack of equipment.

In his annual report upon the Mayaguez high and graded school the principal, Mr. Theron Potts, notes that in Mayaguez the grades connected with the high school comprises the first to the eighth. The work of this school is done entirely in English, Spanish being taught by special teachers. In the experience of this school, nine years are generally required to complete the eight years' course on account of the unfamiliarity of the children at the outset with the

English language.

The high school continues to be of modest proportions. During the last year it had students of the first three years only, and progress of the work has been somewhat slow for lack of training of the children in English. Progress, however, has been substantial. The commercial course has proved very satisfactory, and students have made excellent progress in typewriting and stenography. The attitude of the pupils towards the work is hardly satisfactory. The main object of the pupil seems to be to secure preparation for teaching, for which the school is not designed. Many remain in school only until they have passed examinations for the teachers' licenses. It would appear as if in Mayaguez a more satisfactory arrangement would be to prepare the pupils directly for teaching by furnishing instruction in pedagogy and giving them licenses upon the completion of prescribed courses.

#### THE INSULAR NORMAL SCHOOL.

The insular normal school at Rio Piedras, administered by the trustees of the University of Porto Rico, is an integral part of the public school system. It receives as students graduates of the eighth grade of the public schools of Porto Rico, and offers them a two-year and a four-vear course in normal training. The subjects taught in the common schools are reviewed and presented from the teachers' standpoint, advanced studies are undertaken, and opportunity for practice teaching under supervision and criticism is given in the graded school connected with the institution.

At the end of two years pupils receive an elementary certificate. This entitles them to a license to teach in the graded schools of Porto Rico if they have the requisite age. If not, they receive a rural license subsequently changed for a graded license when the legal age is attained. Many of the pupils, however, continue with the school in order to obtain its diploma, which is issued at the end of four years' study. Persons holding this diploma are entitled after one year's teaching in the public schools, and on attaining the age

fixed by law, to receive a principal's license.

The pupils of the school are drawn from all parts of the island. In order not to exclude from the school deserving persons who are without the means to follow a course of study away from home, the government provides 28 scholarships, which in accordance with law are allotted to different parts of the island. In addition to the scholarship pupils, many others come from distant points, and there are numerous instances of families moving to Rio Piedras in order to educate their children in this school.

During the year 1905-6 there were 130 different pupils enrolled

in the school.

When the pupils of the schools were counted, this school had 115 pupils, of whom 51 were boys and 64 were girls. Their ages were as follows:

Age.	First year.	Second year.	Third year.	Fourth year.	Total.
14 years. 15 years. 16 years. 17 years. 18 years. Over 18 years. Total	12 9 12 9	5 9 5 7	1 1 10 7 5	3 2 7 12	2 13 15 34 23 28 115

The table shows a normal age distribution, with pupils sufficiently mature as a rule for the studies in which they are engaged. It shows some irregularity in the numbers in each class, especially in the second year, due to a comparatively small entrance class in the previous year.

In connection with the normal school there is maintained a graded school, in which the eight grades of the common school system are divided among six teachers. The school is of much importance to the town of Rio Piedras, giving its citizens the opportunity to receive the most thorough type of instruction. At the same time it gives the pupils of the normal school the opportunity of practical teaching under competent supervision. The statistics of this practice school have already been included in the treatment of the common schools.

It is mentioned here as a part of the normal school system.

In his annual report upon the insular normal school the principal, Mr. Paul G. Miller, calls attention to the geographical distribution of the students. San Juan district has the largest number of students. This is accounted for by the fact that the town of Rio Piedras, in which the school is located, is in the school district of San Juan, and by the further fact that many families have moved to Rio Piedras in order to have their children attend the school. It is noticeable that the Ponce district, in spite of its good high school, has a good representation in the number of students.

There has been a steady growth in the number of students. They are at the present time somewhat unequally divided. The number in the third class is very small, due to the great demand made by the school boards and superintendents for teachers with normal school

training.

The seventh and eighth grades of the practice school are to be considered as preparatory classes to the normal school. They also show

a very considerable number of students from out of town.

The entire class of last year was much better prepared for normal school work than any preceding class. When the entrance examination was held in September, 1902, it was based largely upon the work of the fifth grade, while last year nearly all of the students possessed the eighth-grade diploma. In June, 1906, entrance by examination at the school was abolished and the requirement made that all persons

must have the eighth-grade diploma or its equivalent.

In spite of the better preparation, it is as such strikingly uneven, especially in the matter of English. This is due to the organization of the common schools in the different localities. It can only be remedied as the work of the graded schools is placed on an English basis throughout the island. Students who complete the two-year course receive a normal elementary certificate which entitles them to a rural or a graded teacher's license, according to their age. The students completing the four-year course receive a diploma which eventually has the value of an unlimited certificate.

The work of the school has been very satisfactory during the past year. Substantial progress has been made in all subjects and especially in English. When the graduating class of 1906 entered the school they were not subjected to an entrance examination in English, and their first year's work was devoted largely to the second reader. Yet, with one exception, the members of the class passed the depart-

ment's examination for the English graded license.

The school has never prescribed written rules for the conduct of students, but has sought to impress a proper deportment and discipline by cultivating in the students the sense of the seriousness of the work in which they are engaged, and due respect to the rights and privileges of others.

The equipment of the school has been considerably increased. The laboratories have received a good supply of suitable chemical apparatus and the library has received a considerable augmentation to its

stock of books. The latter is used freely by the students and is an

important element in their work.

During the first term of the year the students of the fourth year took practice teaching in the practice school, and during the second term the students of the second year engaged in practice teaching. In the month of May a committee of three representatives of the department of education examined the normal school students desiring to teach grades in English and passed favorably 17 of the applicants. The commencement exercises of the school were very successful. They included an English declamatory contest, class-day exercises, and a commencement programme. Diplomas were granted to 11 graduates, and certificates were issued to 33 students who had successfully completed the two-year course.

Interest on the part of the pupils in the school is manifested by their maintaining the Campus Choral Society, a voluntary musical organization, by their support of the athletic sports, and by their publication of the "Porto Rican Student," a monthly paper repre-

senting the interest of the school.

There are a number of former students of the normal school, graduates and others, who are doing successful work in normal schools, colleges, and universities in the United States.

#### NIGHT SCHOOLS.

In the principal towns of the island, there are one or more night schools in which are taught reading, writing, and elementary arithmetic. These schools are instrusted to the care of one of the teachers in the day schools, who receives extra compensation for this additional service. In a very few cases, night schools have been established in the rural regions, but except in well-populated villages or hamlets, there is little opportunity for such rural night schools.

In the contemplation of the school law, these night schools are not intended primarily for adults. Their purpose is to reach the class of working boys and girls whose education has been neglected, and only in case such young persons are not sufficiently numerous to fill the

rooms, is the admission of adults permitted.

As the night school can be conducted at a comparatively small expense, it has been the policy of the department to favor them. Wherever the experiment seemed to offer reasonable prospect of success, the opening of such schools was permitted. Accordingly the number of schools opened during the year, 80, is considerably in ex-

cess of the number in operation in the previous year, 37.

Of all the schools in the system, the night schools are the most variable. They depend for their existence and their attendance almost wholly upon the interest of the pupils. Moreover, the pupils are of an age liable to be drawn away by the desire for amusement. Good resolutions to attend night school are frequently not enduring, and schools once opened, are closed for lack of pupils. In December, 1905, there were 63 schools open, in March, 1906, 73, and the same number in May.<sup>a</sup>

The aggregate enrollment in the night schools for the year 1905-6, was 7,058 persons, but the personnel of the schools was constantly

changing. On March 2, 1906, when the census was taken, the number of pupils enrolled was 2,846. As we have already seen, the record of that date for the common schools was a very fair approximation to average conditions. We have no reason to assume it otherwise in the case of night schools and we may, therefore, conclude that about 3,000 pupils were enrolled at any one time. To illustrate the fluctuating character of the school population, it is sufficient to say that if every pupil enrolled had stayed the same length of time, the schooling per pupil would have been of four months' duration instead of nine. Of course, there were some of the pupils who continued faithful to their work throughout the year, and hence the number whose connection with the school was less than four months in length must have been very great.

The enrollment per school is inferior to that of the common schools. In the average of the year it was 38.20. In the first term it was 40.97, in the second 38.42, and in the third 35.05, showing with unmistakable clearness the gradual decline in interest which is inseperable from schools of this class. Not only is the general average per school lower than in the common schools but the range of variation is much greater. The maximum of 57.95 is found in Sabana Grande, the minimum of 23.94 in Comerio. The district maximum and minimum are found in the corresponding districts of Yauco and Aibonito. Local conditions seem to have a greater influence in determining a large or small enrollment than in the case of the common schools.

As the enrollment in these schools is fluctuating, so the attendance is liable to be fitful and irregular.<sup>a</sup> Throughout the year the percentage of attendance was only 81.44. It improved somewhat during the year, passing from 74.66 in the first term to 77.17 in the second, and 81.80 in the third, indicating probably the greater regularity in attendance of those pupils who persisted in their studies throughout the year. The variation in the different towns is very considerable, the best attendance being obtained in Sabana Grande, 95.14 per cent, and the worst in Fajardo, 65.37. It is noteworthy that Comerío, already noted for a low enrollment, had the high attendance of 93.07 per cent following immediately after Sabana Grande in this respect. The best showing by districts was made in Aibonito (89.62 per cent) closely followed by Ponce (88.98 per cent), while the poorest showing was made in Bayamón (68.74 per cent).

The pupils in the night school are preponderantly males. Of 2,846 pupils recorded at the census of March 2, 1906, only 508 were females.

a See Statistical Table 23.

<sup>&</sup>lt;sup>b</sup> See Statistical Table 24.

The ages of the pupils in these schools is given in the following table: a

Table L.—Distribution of pupils in night schools by grade, age, and sex.

Ages.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.
6 years	3		2		3 11
7 years	28		1		29
9 years	43	2	3		45 120
11 years	90	10	3		103
12 years	241 157	47 31	10		293 198
14 years	205 239	71 59	23 27	10	299 335
15 years	167	63	19	i	250
17 years	153	65 76	16 14	4 3	238 278
Over 18 years.	457	165	20	2	644
Total	2,088	595	143	20	2,846
Males Females	1,709 379	491 104	118 25	20	2, 338 508

If we consider those older than 18 years as adults for all practical purposes, we observe that only 644, or a little more than 22 per cent of the pupils come in this class. Of the remaining pupils, 1,081, or very nearly one-half, are in the ages 15 to 18, inclusive, and the remainder are under 15. The presence of 1,121 children under 15 years of age in the night schools indicate their peculiar character. It also suggests the difficulties which must be encountered in teaching classes made up of pupils of such diverse ages.

As in comparatively few points are there more than one night school, they partake in general of the same nature as the rural schools, where a teacher is engaged in teaching two or three grades at the same time. Grading in these night schools follows the rural schools. While a very few pupils have reached the attainments of the fourth grade, most of the pupils are in the first three grades. However, the proportion of pupils in the first grade is very much larger than in the rural schools.

The facts above set forth, and the further considerations that 1,910 pupils were in their first year of schooling, 641 in the second, and only 285 had been in school more than two years, indicates the very slight persistence of these pupils in their school work.<sup>b</sup>

It must be confessed that the record made by these schools is thoroughly dispiriting. It is clear that pupils pass in and out with such rapidity that the greater part of the teacher's energy is wasted. On the other hand the statistics do not show the number of pupils who continue their work throughout the year. Until such information is obtained a final judgment upon the value of the schools must be reserved.

#### PRIVATE SCHOOLS.

In order that our view of the educational work of the island might be complete, the cooperation of the private educational institutions was sought. Through the courtesy of their proprietors, which is most gratefully acknowledged, we are able to present a few important facts in regard to private schools. A very thorough canvass of the island was made, and it is believed that the results are substantially correct. There were 93 separate institutions reported, of which two-thirds, 62, were single schools in charge of a single teacher. On the other hand, the number of schools, using that term to mean, as in the statistics of public schools, the class group, was 167. The number of teachers reported was 202 and the number of pupils enrolled 4,316. The number of pupils per school was 26; the number of pupils per teacher, 21. Both of these figures are much smaller than those for the public schools. The private schools deal with much smaller groups. The private schools reported also in the week ending March 2, 1906, an average attendance of 3,509.33, or about 81 per cent. This proportion is much less than in the graded public schools, and would indicate either that attendance is less regular or that less care is taken in removing from the enrollment pupils who have ceased to effectively belong to the schools.

#### SUMMARY.

To complete the picture of the educational work in Porto Rico which it has been our endeavor to give a summary relating to all the schools is necessary. The following figures bring together the notices scattered through this report in regard to each type of school on the date of March 2, 1906.

Type of school.	Number.	Pupils enrolled.
Graded. Rural	518 498	23, 412 25, 347
Common . Agricultural rural School of practical agriculture Industrial High Normal	12 1 3 3	48, 759 611 23 521 124 115
Total public day schools	1,036 73	50, 153 2, 338
Total public schools. Private schools.	1, 109 167	52, 491 4, 316
Total schools	1,276	56, 807

a See Statistical Table 27.

#### CONCLUSION.

In the course of this report it has been necessary, in order to present a complete record of the educational work of the island, to present many subjects from a rather technical point of view. It may be that at times the exact purport of the statements made is only evident to a person well versed in school matters. And yet, despite some aridity in detail, it is believed that all who consider the record will discover in it the most encouraging signs of progress. The main points, which can not escape observation, are—

1. An improved office organization.

2. Better knowledge of school conditions.

3. Better supervision by the superintendents and better supervision of the superintendents.

4. Improved school buildings.

5. More efficient local administration of schools.

- 6. The gradual spread of English as a medium of instruction.
- 7. Increased utilization of school facilities as in the increased number of pupils per teacher.

8. Increase in the enrollment of pupils.

9. Great stability in attendance.

10. Increase in the number of pupils in secondary schools.

That this progress could be made is due to the loyal service of all concerned in the work of school administration, office force, superintendents, and teachers. It is due to the cordial cooperation which has existed between this office and all other executive departments. And, lastly, it is due to the profound interest which the people of Porto Rico take in educational matters and to the warm support which they have given to the efforts of the authorities in behalf of the progress of the schools.

## STATISTICAL TABLES.

Table 1.—Schools open, enrollment, and attendance by weeks.

## School year 1905-6.

## COMMON SCHOOLS.

	6	raded school	ols.		Rural schools.			
Week ending—	Schools open.	Enroll- ment.	Attend- ance.	Schools open.	Enroll- ment.	Attend- ance.		
First term.								
September 29 October 6 October 13 October 20 October 27 November 3 November 10 November 17 November 24 December 1 December 8 December 15 December 15 December 15 December 22	494 506 511 511 518 519 519 516 517 518 517 502	21, 426. 32 22, 407. 96 22, 770. 12 22, 786. 39 23, 509. 32 23, 312. 32 23, 474. 50 23, 118. 78 23, 132. 78 23, 224. 97 22, 976. 34 22, 258. 11 21. 993. 30	20, 794. 91 19, 895. 7 21, 095. 03 20, 829. 32 21, 441. 16 20, 982. 24 21, 335. 93 21, 214. 33 21, 252. 48 20, 811. 84 19, 802. 08 19, 995. 42 20. 124. 69	466 474 477 473 477 478 481 482 481 482 483 482 478	15, 942. 70 19, 598. 64 20, 850. 85 21, 384. 19 22, 154. 16 22, 411. 29 22, 874. 25 23, 105. 45 23, 095. 98 23, 352. 84 23, 453. 90 23, 420. 91 23, 116. 87	15, 591. 66 16, 767. 76 18, 922. 30 18, 917. 07 19, 633. 65 19, 602. 75 20, 236. 70 20, 200. 31 20, 330. 95 19, 500. 17 19, 864. 10 20, 209. 20		
Second term.	500	21, 555. 50	20, 124. 05	470	23, 110.07	20, 209. 20		
January 5 January 12 January 19 January 26 Pebruary 2. February 9 February 16 February 23 March 2 March 2 March 16 March 30 April 6	513 520 518 520 521 519 524 523 524 522 523 524 522 523 524 525 520	22, 542, 86 22, 841, 82 22, 801, 12 22, 924, 73 22, 885, 24 22, 787, 15 22, 903, 07 23, 071, 11 22, 877, 51 22, 890, 06 22, 921, 90 23, 054, 55 22, 507, 51	18, 859, 43 20, 780, 01 20, 854, 58 21, 057, 25 20, 977, 50 20, 913, 35 21, 307, 36 21, 139, 10 20, 284, 39 21, 099, 02 21, 195, 98 20, 876, 56 21, 198, 35 20, 617, 39	479 483 485 485 485 490 486 495 503 503 510 507	22, 839, 74 23, 687, 16 24, 228, 57 24, 261, 82 24, 215, 75 24, 336, 66 24, 801, 62 25, 164, 40 24, 897, 66 25, 323, 26 25, 535, 36 25, 682, 26	16, 852, 14 20, 950, 38 21, 398, 48 21, 605, 13 21, 492, 73 21, 620, 32 21, 708, 41 22, 551, 02 21, 160, 41 22, 487, 36 22, 668, 99 22, 802, 82 23, 182, 58 22, 399, 59		
Third term.  April 20	523 525 526 524 526 523 525 525 525	22, 851, 02 22, 692, 33 22, 768, 23 22, 788, 41 22, 461, 31 22, 111, 46 22, 226, 06 22, 253, 40 21, 763, 35	21, 013, 29 21, 001, 06 20, 804, 40 20, 772, 11 20, 761, 26 20, 091, 01 20, 323, 11 20, 628, 82 19, 511, 06	511 512 512 512 516 514 514 512 512	25, 776, 90 25, 699, 08 25, 909, 78 25, 397, 60 25, 450, 50 25, 153, 80 24, 987, 53 24, 701, 50 24, 524, 47	22, 654, 55 23, 157, 01 22, 935, 64 22, 819, 80 22, 922, 29 22, 119, 39 22, 374, 00 22, 086, 45 21, 207, 36		

 $\begin{tabular}{ll} \textbf{Table 2.--Schools and teachers at end of the year.} \\ \textbf{Common schools.} \end{tabular}$ 

School dis-	Locality.	Num- ber of graded schools.	Num- ber of double enroll- ments.	Num- ber of rural schools.	Num- ber of double enroll- ments.	Total com- mon schools.	Teachers in charge of graded schools.	Teachers in charge of rural schools.	Not in charge of schools.	Total teach- ers em- ployed.
1	(San Juan	56 12		16 9		72 21	56 12	16 9	6 2	78 23
	District	68		25		93	68	25	8	101
2	Carolina	. 8		13 13		21 22	8 9	13 13	1	22 23
	District	17		26		43	17	26	2	45
	(Fajardo	16		8 5		24 8	16 3	8 5	1	25 9
3	Culebra	} 5		4		9	5	4	1	10
	District	24		17		41	24	17	3	44
	(Humacao	11 7		9 7		20 14	11 7	9 7	1 1	21 15
4	Patillas	4		3		7	4	3	1	7
	District	22		19		41	22	19	2	43
5	CaguasSan LorenzoAguas Buenas	18 10 3	1	8 6 3		26 16 6	18 9 3	8 6 3	2 2 1	28 17 7
	District	31	1	17		48	30	17	5	52
6	Guayama	22 13	1	12 9		34 22	22 12	12 9	3 2	37 23
	District	35	1	21		56	34	21	5	60
7	Aibonito	6 5 6		4 6 12		10 11 18	6 5 6	4 6 12	1	11 11 11 19
	District	17		22		39	17	22		41
	(Coamo	10		15		25	10			25
8	Juana Diaz Santa Isabel	8 4		14 5		9	8 4	14 5		9
	District	22		34		56	22	34		56
9	Ponce	48	1	35		83	47	35	5	87
10	Sabana Grande	15 8	1 1	16 8	3	31 16	14 7	13 8	1 1	28 16
	District	23	2	24	3	47	21	21	2	44
11	San German  Lajas  Cabo Rojo	13 4 6	2 1	15 10 14	1	28 14 20	11 3 6	14 10 14	2 1	27 13 21
	District	23	3	39	1	62	20	38	3	61
12	(Mayaguez Añasco Maricao	25 9 3	4	21 10 5		46 19 8	21 9 3	21 10 5	7	49 20 8
	District	37	4	36		73	33	36	8	77
13	(Aguadilla	17 4 6	4	15 6 10		32 10 16	13 4 5	15 6 10	1 1 1	29 11 16
-0	District	27	5	31		58	22	31	3	56
	(San Sebastian	6		16	4	22	6	12	1	19
14	LaresLas Marías	5 3	1	12 10	1 1	17 13	5 2	11 11 9	1	17 11
	District	14	1	38	6	52	13	32	2	47
,	•									

 ${\tt Table~2.--Schools~and~teachers~at~end~of~the~year---Continued.}$ 

## COMMON SCHOOLS-Continued.

School dis- trict.	Locality.	Num- ber of graded schools.	Num- ber of double enroll- ments.	Num- ber of rural schools.	Num- ber of double enroll- ments.	Total com- mon schools.	Teachers in charge of graded schools.	ers in charge of rural	of schools.	ers em-
15	(Utuado	12 7		14 9		26 16	12 7	14 9	1 1	27 17
	District	19		23		42	19	23	2	44
16	(Arecibo	24 12		20 12		44 24	24 12	20 12	3 1	47 25
10	District	36		32		68	35	32	4	72
17	Manati Ciales Morovis	11 5 2		10 7 5		21 12 7	11 5 2	10 7 5	2 1	23 13 7
	District	18		22		40	18	22	3	43
18	Toa AltaVega Baja	9 11	2	9 9		18 20	9	9	1 1	19 19
	District	20	2	18		38	18	18	2	38
19	Bayamon	26	7	43	.16	. 69	19	27	5	51
	Total	527	27	522	26	1,049	500	496	66	1,062

Table 3.—Teachers at the end of the year.

## COMMON SCHOOLS.

dis-		Princi-	Incha	rge of gr	ades in g	raded s	chools.	Spec	ial teac	hers.	
School d	Locality.	pals su- pervis- ing only.	Prin- cipals.	Acting princi- pals.	Graded	Eng- lish.	Total.	Eng- lish.	Music and draw- ing.	Rural teach- ers.	Total.
1	San Juan	1	6	i	41 11	9	56 12	a 3 1	2	16 9	78 23
	District	2	6	1	52	9	68	4	2	25	101
2	Carolina Rio Grande		1	1	7 8		8 9	1 1		13 13	22 23
	District		1	1	15		17	2		26	45
	Fajardo Naguabo	1			13	3	16 3	······1		8 5	25 9
3	Vieques Culebra	}		·····	5		5	1		4	10
	District	1			21	3	24	2		17	44
4	Humacao Yabucoa Patillas			1 1 1	8 6 3	2	11 7 4	1 1		9 7 3	21 15 7
	District			3	17	2	22	2		19	43
5	Caguas San Lorenzo Aguas Buenas	1		2	16 7 3	2	18 9 3	$\begin{array}{c c} 1\\2\\1\end{array}$		8 6 3	28 17 7
	District	1		2	26	2	30	4		17	52
6	GuayamaCayey		2	1 1	17 11	2	22 12	2 2	1	12 9	37 23
-	District		2	2	28	. 2	34	4	1	21	60

Table 3.—Teachers at the end of the year—Continued.

COMMON SCHOOLS—Continued.

In charge of grades in graded schools. Special teachers. Principals su-School triet. Music Acting princi-Locality. Rural pervis-Total. Prin-Eng-Engand Graded Total. ing teach. cipals. lish. lish. drawpals. only. ers. ing. Aibonito Comerio Barros . . . . . 19 i . . . . . . . District..... . . . . . . . Coamo Juana Diaz Santa Isabel š . . . . . . . District..... . . . . . . Ponce ..... a 2 . . . . . . . . . . . . . District..... 1. . . . . . . (San German ..... District..... Mayaguez ..... Añasco..... 7 2 Maricao ..... District ..... (Aguadilla ..... Aguada..... . . . . . . . Isabela ..... . . . . . . **.** District..... (San Sebastian ..... . . . . . . Lares ī ī Las Marias .....  $\bar{2}$ . . . . . . District.... 2 |..... Utuado..... i Adjuntas ..... . . . . . . . District..... Arecibo.....  $\frac{1}{2}$ JCamuy ..... District..... 2 ...... (Manati ..... . . . . . . . Ciales Morovis .... District ..... . . . . . . (Toa Alta ..... g Vega Baja..... District..... Bayamon.... 

1,062

Total .....

a Includes one special teacher of Spanish in grammar school.

## Table 4.—Teachers by sex.

## COMMON SCHOOLS.

ol		Gra	ded scho	ools.	Ru	ral scho	ols.	Com	mon sch	ools.
School district.	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
1	San Juan  Rio Piedras	10 5	52 9	62 14	3 9	13	16 9	13 14	65 9	78 23
i	District	15	61	76	12	13	25	27	74	101
2	Carolina Rio Grande	7 6	2 4	9 10	12 10	1 3	13 13	19 16	3 7	22 23
	District	13	6	19	22	4	26	35	10	45
3	Fajardo Naguabo Vieques	5 2 }	12 2 2	17 4 6	5 4 2	3 1 2	8 5 4	10 6 6	15 3 4	25 9 10
0	Culebra	)								
	District	11	16	27	11	6	17	22	22	44
4	Humacao Yabucoa Patillas	6 3 3	6 5 1	12 8 4	7 5 2	$\begin{bmatrix} 2\\2\\1 \end{bmatrix}$	9 7 3	13 8 5	8 7 2	21 15 7
	District	12	12	24	14	5	19	26	17	43
5	Caguas San Lorenzo Aguas Buenas	9 6 1	11 5 3	20 11 4	5 5 3	3	8 6 3	14 11 4	14 6 3	28 17 7
	District	16	19	<b>3</b> 5	13	4	17	29	23	52
6	Guayama	16 8	9 6	25 14	9 5	3 4	12 9	25 13	12 10	37 23
	District	24	15	39	14	7	21	38	22	60
7	Aibonito Comerio Barros	5 4 7	1 1	7 5 7	2 5 12	1 1	4 6 12	7 9 19	4 2	11 11 19
	District	16	3	19	19	3	22	35	6	41
8	Coamo Juana Diaz Santa Isabel	5 3 3	5 5 1	10 8 4	14 8 3	1 6 2	15 14 5	19 11 6	6 11 3	25 22 9
	District	11	11	22	25	9	34	36	20	56
9	Ponce	16	36	52	15	20	35	31	56	87
10	Yauco Sabana Grande	7 5	8 3	15 8	9 3	4 5	13 8	16 8	12 8	28 16
	District	12	11	23	12	9	21	24	20	44
11	San German Lajas Cabo Roja	4 3 6	9	13 3 7	5 7 11	9 3 3	14 10 14	9 10 17	18 3 4	27 13 21
	District	13	10	23	23	15	38	36	25	61
12	Mayageuz Añasco Maricao	11 8 2	17 2 1	28 10 3	11 6 5	10 4	21 10 5	22 14 7	27 6 1	49 20 8
:	District	21	20	41	22	14	36	43	34	77
13	(Aguadilla Aguada Isabela	6 3 4	8 2 2	14 5 6	14 6 8	1 2	15 6 10	20 9 12	9 2 4	29 11 16
	District	13	12	25	28	3	31	41	15	56
14	(San Sebastian	5 4	2 2	7 6	9 6	3 5	12 11	14 10	5 7	19 17
14	Las Marias	1	1	2	9 24	8	32	34	1	47
l	District	10	5	15	24	8	52		13	47

Table 4.—Teachers by sex—Continued.

#### COMMON SCHOOLS-Continued.

ct.		Gra	ded sch	ools.	Ru	ral scho	ols.	Com	Common schools.		
School district.	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	
15	(UtuadoAdjuntas	9 6	4 2	13 8	10 4	4 5	14 9	19 10	8 7	27 17	
	District	15	6	21	14	9	23	29	15	44	
16	Arecibo	10 9	17 4	27 13	13 10	7 2	20 12	23 19	24 6	47 25	
10	District	19	21	40	23	9	32	42	30	72	
17	(Manati Ciales Morovis	5 4 1	8 2 1	13 6 2	5 6 5	5 1	10 7 5	10 10 6	. 13 3 1	23 13 7	
	District	10	11	21	16	6	22	26	17	43	
18	Toa AltaVega Baja	5 8	5 2	10 10	6 8	3	9	11 16	8 3	19 19	
	District	13	7	20	14	4	18	27	11	38	
19	Bayamon	11	13	24	18	9	27	29	22	51	
	Total	271	295	566	339	157	496	610	452	1,062	

Table 5.—Schools, according to number of grades in each, and enrollment.

COMMON SCHOOLS, GRADED.

strict.			grade nly.	Two	grades.	Three	e grades.	Four grades.		Total.	
School district.	Locality.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	San Juan	55 9	1,893 229	1 3	14 43					56 12	1, 907 272
	District	64	2, 122	4	57					68	2, 179
2	Carolina Rio Grande	4 5	205 254	3	99 120	1 1	19 41	1	• 46	8 9	369 415
	District	9	459	5	219	2	60	1	46	17	784
	(Fajardo Naguabo	11	514 58	2	75 56	2	105	1 1	43 52	16 3	737 166
3	Vieques   Culebra	} 1	53	3	150	1	37			5	240
	District	13	625	6	281	3	142	2	95	24	1,143
4	Humacao. Yabucoa. Patillas.	8 3 3	356 107 137	3 4 1	110 151 50					11 7 4	466 258 187
	District	14	600	8	311					22	911
5	Caguas San Lorenzo Aguas Buenas	14 7 1	635 313 51	* 4 3 2	151 101 51					18 10 3	786 414 102
	District	22	999	9	303					31	1,302
6	Guayama Cayey	17 9	840 409	4 3	186 130	1 1	39 39			22 13	1,065 578
	District	26	1, 249	7	316	2	78			35	1,643

 $\begin{tabular}{ll} \textbf{Table 5.--Schools, according to number of grades in each, and enrollment---Continued.} \\ & \textbf{COMMON SCHOOLS, GRADED---Continued.} \\ \end{tabular}$ 

strict.		One	e grade only.	Two	grades.	Three	e grades.	Four	grades.	Т	otal.
School district.	Locality.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
7	(Aibonito Comerio Barros	4 4 3	171 169 101	2 1 2	91 30 54	1	41			6 5 6	262 199 196
	District	11	441	5	175	1	41	<u></u>		17	657
8	CoamoJuana Diaz	9 5 3	438 141 223	1 3 1	41 40 132					10 8 4	479 181 355
	District	17	802	5	213					22	1,015
9	Ponce	39	1,721	8	309	1	34			48	2,064
10	Yauco	12 5	617 268	3 3	141 127					15 8	758 395
	District	17	885	6	268					23	1,153
11	(San German Lajas Cabo Rojo	11 3 4	504 144 182	$\begin{array}{c c} & 1\\ & 1\\ & 2 \end{array}$	49 43 88	1	34			13 4 6	587 187 270
	District	18	830	4	180	1	34			23	1,044
12	Mayaguez Añasco Maricao	23 7 1	892 346 60	2 2 2	92 81 113					25 9 3	984 427 173
	District	31	1, 298	6	286					37	1,584
13	Aguadilla Aguada Isabela	12 1 2	436 49 99	3 3 2	107 80 91	2	60 23 67			17 4 6	603 152 257
	District	15	584	8	278	4	150			27	1,012
14	San Sebastian Lares Las Marias	4 2 2	220 114 95	1 2	56 115 52	1 1 1	43 41			6 5 3	317 270 147
	District	8	429	3	223	3	84			14	734
<b>1</b> 5	UtuadoAdjuntas	9	400 270	1	58 32	2	82			12 7	540 302
	[ District	15	670	2	90	2	82			19	842
16	Arecibo	21 7	783 337	3	121 117	2	77			24 12	· 904 531
	District	28	1,120	6	238	2	77			36	1,435
17	(Manati Ciales (Morovis	5 3	266 143	5 1	245 59	$\frac{1}{2}$	50 90	1	31	11 5 2	561 233 90
	District	8	409	6	304	3	140	1	31	18	884
18	Toa AltaVega Baja	4 9	187 415	4	174	1	42	1 1	54 40	9 11	415 497
	District	13	602	4	174	1	42	2	94	20	912
19	Bayamon	16	562	10	411					26	973
	Total	384	16, 407	112	4, 636	25	964	6	266	527	22, 273

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Table 6.—Total and average enrollment.

## COMMON SCHOOLS.

001		To	al enrolln	enrollment. Average enro		rage enrolln	nent.
School	Locality.	Graded.	Rural.	Common.	Graded.	Rural.	Common,
1	San Juan	2,550 553	8 <b>9</b> 2 5 <b>1</b> 5	3,442 1,068	2, 006. 37 275. 40	652. 77 396. 41	2, 659, 14 671, 81
	District	3, 103	1,407	4,510	2, 281. 77	1,049.18	3, 330. 95
2	Carolina   Rio Grande	471 520	781 871	1, 252 1, 391	393. 23 417. 90	609. 45 691. 81	1, 002. 68 1, 109. 71
	U District	991	1,652	2,643	811. 13	1, 301. 26	2, 112. 39
	Fajardo Naguabo	987 209	590 348	1,577 557	751.57 169.56	428. 41 253. 8 <b>5</b>	1, 179. 98 423. 41
3	Vieques   Culebra   Cule	288	359	647	242.75	233. 45	476. 20
	District	1,484	1,297	2,781	1, 163, 88	915. 71	2, 079. 59
	Humacao. Yabucoa.	524 354	610 477	1, 134 831	472.10 278.49	420. 23 337. 16	892. 33 615. 65
4	Patillas	216	254	470	152.31	153, 81	306. 12
	Cognes	1,094	1,341	2,435	902. 90	911. 20	1,814.10
5	Caguas San Lorenzo. Aguas Buenas.	857 519	575 407	1,432 926	826. 38 420. 46	383. 02 276. 41	1, 209. 40 696. 87
9	District.	1,522	180	$\frac{326}{2,784}$	110.64	802.45	253.66
	(Guayama	1, 207	790	1, 997	997.17	479, 89	$ \begin{array}{c} 2,159.93 \\ \hline$
6	Cayey	725	524	1,249	582. 63	366. 95	949. 58
	District	1,932	1,314	3, 246	1,579.80	846. 84	2, 426. 64
7	(Aibonito	340 281	262 373	602 654	266. 14 215. 42	178, 48 268, 35	444.62 $483.77$
•	Barros District	331 952	1,358	1,054 2,310	726. 10	579.12	823.66
	(Coamo	601	877	1,478	487. 02	706. 75	1,752.05
8	Juana Diaz Santa Isabel	425 217	903 344	1,328 561	362. 31 180. 53	686. 85 244. 89	1, 193. 77 1, 049. 16 425. 42
	District	1, 243	2, 124	3, 367	1,029.86	1,638.49	2,668.35
9	Ponce	2,475	2, 158	4,633	2, 155, 16	1,576.38	3, 731. 54
	Yauco	908	1,000	1,908	768. 78	710. 55	1,479.33
10	Sabana Grande	1,344	1,433	869	403.44	385. 75	789. 19
	(San German	827	868	1,695	1,172.22	1,096.30	2, 268. 52
11	Lajas Cabo Rojo	247 354	516 760	763 1,114	175. 60 299. 77	668. 02 415. 98 599. 34	1, 274. 25 591. 58 899. 11
	District	1,428	2,144	3,572	1, 081, 60	1,683.34	2,764.94
	Mayaguez	1,354	1, 477	2,831	1,021.15	1,018.77	2,039.92
12	Añasco Maricao	506 200	724 278	1, 230 478	423. 46 137. 42	498. 03 201. 34	921. 49 338. 76
	District	2,060	2,479	4,539	1, 582. 03	1,718.14	3, 300. 17
	Aguadilla	842 195	1,057 364	1,899 559	657. 75	835. 33	1, 493. 08
13	Isabela	297	610	907	162. 32 254. 28	286. 00 509. 53	448.32 763.81
	District	1, 334	2,031	3, 365	1,074.35	1,630.86	2, 705. 21
- 1	San Sebastian	369 346	1,052 848	1, 421 1, 194	318. 32 255. 49	771. 21 564. 54	1, 089. 53 820. 03
14	Las Marias	220	733	953	121. 49	353.79	475. 28
1	District	935	2,633	3,568	695. 30	1,689.54	2,384.84

Table 6.—Total and average enrollment—Continued.

#### COMMON SCHOOLS-Continued.

ool rict.		Tota	al enrollm	ents.	Aver	age enrollm	nent.
School district.	Locality.	Graded.	Rural.	Common.	Graded.	Rural.	Common.
15	{Utuado	646 404	902 564	1,548 968	550. 33 3 <b>09.</b> 44	683.37 390.31	1, 233. 70 699. 75
	District	1,050	1,466	2,516	859.77	1,073.68	1, 933. 45
16	Arecibo	1,128 659	1,166 775	2, 294 1, 434	973. 92 529. 77	887. 97 572. 54	1,861.89 1,102.31
	District	1,787	1,941	3,728	1,503.69	1, 460. 51	2, 964. 20
17	(Manati Ciales Morovis	737 292 116	657 464 347	1,394 756 463	551. 03 230. 15 95. 30	458. 52 352. 22 274. 58	1,009.55 582.37 369.88
	District	1, 145	1,468	2, 613	876.48	1, 085. 32	1, 961. 80
18	Toa Alta. Vega Baja.	503 599	651 596	1, 154 1, 195	414. 86 503. 96	445. 79 472. 56	860. 65 976. 52
	District	1, 102	1, 247	2, 349	918.82	918.35	1,837.17
19	Bayamon	1, 135	2,010	3, 145	935. 87	1, 522. 44	2, 458. 31
	Total	28, 116	32, 665	60, 781	22, 708. 21	23, 945. 94	46, 654. 15

Table 7.—Average attendance.

## COMMON SCHOOLS, GRADED.

ol ict.		Aver	age number	taught each	day.	Average
School district.	Locality.	First term.	Second term.	Third term.	Year.	enrollment for year.
1	San Juan Rio Piedras	1,955.09 270.32	1,840.00 248.57	1,767.17 260.17	1,854.09 259.68	2,006.37 275.40
	District	2, 225. 41	2, 088. 57	2,027.34	2, 113. 77	2, 281. 77
2	Carolina Rio Grande	365. 28 374. 94	337. 11 369. 49	344. 24 379. 14	348, 88 374, 52	393. 23 417. 90
	District	740. 22	706. 60	723.38	723.40	811.13
	(Fajardo. Naguabo Vieques	666, 85 147, 09	693, 75 145, 19	650, 81 147, 36	670.47 146.55	751. 57 169. 56
3	Culebra	203.57	216.19	223.68	214.48	242.75
	District	1,017.51	1, 055. 13	1,021.85	1,031.50	1,163.88
4	Humacao Yabucoa Patillas	436. 54 273. 13 117. 78	401. 95 265. 73 128. 31	427. 27 246. 98 178. 42	421. 92 261. 95 141. 50	472. 10 278. 49 152. 31
	District	827.45	795, 99	852.67	825.37	902.90
5	(Caguas. San Lorenzo Aguas Buenas.	753. 63 366. 17 103. 35	705. 71 360. 32 92. 54	705. 01 354. 03 81. 76	721. 45 360. 17 92. 55	826.38 420.46 110.64
	District	1, 223, 15	1,158.57	1,140.80	1,174.17	1, 357. 48
6	Guayama Cayey	808.22 562.40	888. 52 532. 29	931.27 550.60	876. 00 548. 43	997. 17 582. 63
	District	1,370.62	1, 420. 81	1, 481. 87	1,424.43	1,579.80
7	Aibonito Comerio Barros	263. 05 215. 30 238. 67	260, 85 195, 97 233, 04	232. 70 185. 17 208. 74	252. 20 198. 81 226. 82	266. 14 215. 42 244. 54
	District	717.02	689.86	626. 61	677.83	726. 10

Table 7.—Average attendance—Continued.

' COMMON SCHOOLS, GRADED—Continued.

o1		Aver	age number	taught each	day.	Average
School district.	Locality.	First term.	Second term.	Third term.	Year.	enrollment for year.
8	Coamo Juana Diaz Santa Isabel	457. 85 349. 55 165. 74	450. 74 334. 98 164. 52	444.80 333.68 166.53	451.13 339.40 165.60	487. 02 362. 31 180. 53
	District	973.14	950. 24	945. 01	956. 13	1,029.86
9	Ponce	2,009.04	2, 085. 59	1, 924. 81	2,006.48	2, 155. 16
10	Yauco Sabana Grande	734. 62 375. 57	741. 54 382. 32	701.05 384.11	725, 74 380, 66	768. 78 403. 44
	District	1, 110. 19	1, 123. 86	1,085.16	1, 106. 40	1, 172. 22
11	(San German Lajas Cabo Rojo	552.00 139.92 286.40	586. 49 173. 74 283. 96	572. 22 180. 00 283. 29	570. 24 164. 55 284. 55	606. 23 175. 60 299. 77
	District	978.32	1,044.19	1,035.51	1,019.34	1,081.60
12	(MayaguezAñasco	918. 42 409. 17 91. 04	970. 74 378. 75 132. 09	915. 08 374. 92 151. 92	934. 75 387. 55 125. 02	1,021.15 423.46 137.42
	District	1,418.63	1,481.58	1, 441. 92	1,447.34	1,582.03
13	(Aguadilla	606. 35 152. 46 219. 60	580. 50 151. 90 217. 63	558. 81 145. 48 238. 22	581. 89 149. 94 225. 15	657. 75 162. 32 254. 28
	District	978. 41	950, 03	942. 51	956. 98	1,074.35
14	San Sebastian   Lares   Las Marias	297. 29 206. 14 64. 45	307.57 247.08 111.74	280. 62 253. 20 119. 05	295, 16 235, 47 98, 41	318. 32 255. 49 121. 49
	District	567. 88	666.39	652.87	629.04	695.30
15	(Utuado	479. 19 286. 12	491. 37 280. 01	490. 85 284. 40	487.14 283.51	550. 33 309. 44
	District	765. 31	771.38	775. 25	770. 65	859.77
16	Arecibo	921. 43 445. 87	900, 57 447, 23	830. 82 449. 64	884. 27 447. 58	973. 92 529. 77
	District	1,367.30	1,347.80	1, 280. 46	1, 331, 85	1, 503. 69
17	(Manati Ciales Morovis	550. 18 212. 13 87. 57	490. 06 225. 38 88. 02	538. 12 200. 58 84. 84	526. 12 212. 70 86. 81	551. 03 230. 15 95. 30
	District	849.88	803.46	823.54	825. 63	876.48
18	Toa AltaVega Baja	380. 46 438. 30	370. 16 466. 66	374. 43 462. 81	375. 02 455. 92	414. 86 503. 96
	District	818.76	836.82	837.24	830. 94	918. 82
19	Bayamon	788.12	842.14	926. 22	852.16	935. 87
	Total	20, 746. 76	20. 819. 01	20, 545. 03	20, 703. 60	22, 708. 21
	COMM	ION SCHOO	LS, RURAL	4.		,
1	(San Juan Rio Piedras	631. 08 319. 04	568, 78 357, 84	544. 50 365. 35	581.45 347.41	652. 77 3 <b>9</b> 6. 41
1	1			000.05		1 0 10 10

950.12

515. 41 650. 84

1,166.25

926.62

529. 92 619. 88

1,149.80

District .....

Carolina Rio Grande.

District .....

909.85

515.74 551.19

1,066.93

928.86

520.36 607.30

1, 127. 66

1,049.18

609. 45 691. 81

1,301.26

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## COMMON SCHOOLS, RURAL-Continued.

ol let.		Aver	age number	taught each	day.	Average
School district.	Locality.	First term.	Second term.	Third term.	Year.	enrollment for year.
3	(Fajardo Naguabo Vieques )Culebra	325. 78 203. 78 251. 73	404. 58 232. 97 192. 71	386. 51 256. 41 164. 92	372. 29 231. 05 203. 12	428. 41 253. 85 233. 45
	District	781. 29	830. 26	807.84	806.46	915.71
4	Humacao Yabucoa Patillas	387. 73 255. 23 132. 17	374. 44 343. 32 135. 60	386. 79 344. 47 139. 22	382. 99 314. 34 135. 66	420. 23 337. 16 153. 81
	District	775. 13	853.36	870.48	832.99	911.20
5	Caguas San Lorenzo Aguas Buenas	297. 63 201. 12 109. 44	334, 31 235, 79 128, 73	344. 53 249. 89 125. 38	325. 49 228. 93 121. 18	383. 02 276. 41 143. 02
	U District	608.19	698.83	719.80	675. 60	802.45
6	Guayama Cayey	419. 02 304. 25	367. 15 338. 03	473. 14 352. 44	419.77 331.57	479. 89 366. 95
	District	723. 27	705.18	825. 58	751.34	846.84
7	Aibonito Comerio Barros	167. 04 225. 02 476. 64	176. 42 243. 44 507. 84	132. 13 246. 28 512. 08	158, 53 238, 25 498, 85	178. 48 268. 35 579. 12
	District	868.70	927.70	890. 49	895. 63	1, 025. 95
8	Coamo Juana Diaz Santa Isabel	575. 97 626. 97 211. 53	645, 55 584, 85 212, 18	653.77 607.15 222.96	625. 10 606. 32 215. 56	706. 75 686. 85 244. 89
	District	1, 414. 47	1, 442. 58	1, 483. 88	1, 446. 98	1,638.49
9	Ponce	1, 355. 28	1, 453. 41	1,457.70	1, 422. 13	1,576.38
10	Yauco   Sabana Grande	504.15 344.60	679.42 370.79	790, 67 372, 54	658. 08 362. 64	710.55 385.75
	District	848.75	1,050.21	1, 163. 21	1, 020. 72	1,096.30
11	San German Lajas Cabo Rojo	482. 76 343. 04 496. 97	663. 50 391. 12 551. 40	682. 83 413. 14 576. 38	609. 70 382. 43 541. 58	668. 02 415. 98 599. 34
	District	1,322.77	1,606.02	1,672.35	1,533.71	1,683.34
12	Mayaguez. Añasco. Maricao.	762. 46 407. 65 118. 11	946. 19 466. 14 200. 54	985, 25 455, 46 216, 09	897. 97 443. 08 178. 25	1,018.77 498.03 201.34
	District	1,288.22	1, 612. 87	1,656.80	1,519.30	1,718.14
13	Aguadilla Aguada Isabela	670. 48 227. 18 413. 05	730. 54 262. 63 435. 93	702. 82 249. 91 476. 14	701. 28 246. 57 441. 71	835. 33 286. 00 509. 53
	District	1,310.71	1,429.10	1,428.87	1,389.56	1,630.86
14	San Sebastian Lares Las Marias	512. 20 333. 89 122. 40	675. 97 515. 34 353. 30	782. 33 577. 96 441. 73	656. 83 475. 73 305. 81	771. 21 564. 54 353. 79
	District	968.49	1, 544. 61	1,802.02	1, 438. 37	1,689.54
15	(UtuadoAdjuntas	498.17 261.71	642. 04 343. 79	666.55 433.74	602, 25 346, 41	683. 37 390. 31
	District	759.88	985. 83	1,100.29	948.66	1,073.68
16	Arecibo	785.11 441.50	812. 41 492. 85	709. 50 491. 32	769. 01 475. 22	887. 97 572. 54
	District	1,226.61	1, 305. 26	1,200.82	1,244.23	1,460.51

Table 7.—Average attendance—Continued.

## COMMON SCHOOLS, RURAL-Continued.

ct.		Avera	Average			
School district.	Loc <b>a</b> lity.	First term.	Second term.	Third term.	Year.	enrollment for year.
17	(Manati Ciales Morovis	382. 13 291. 42 241. 54	375.75 307.38 241.27	466. 68 310. 29 241. 14	408. 19 303. 03 241. 32	458, 52 352, 22 274, 58
	District	915. 09	924.40	1, 018. 11	952. 54	1, 085. 32
18	Toa AltaVega Baja	386. 06 388. 39	355.58 428.27	425. 21 458. 53	388, 95 425, 06	445. 79 472. 56
	District	774. 45	783. 85	883.74	814. 01	918.35
19	Bayamon	1,130.59	1, 404. 38	1,516.38	1, 350. 45	1, 522. 44
	Total	19, 188. 26	21, 634. 24	22, 475. 14	21,099.20	23, 945. 94

## COMMON SCHOOLS, GRADED.

ol ct.		Average	laily enrol	lment per	school.	Average daily attendance per school.				
School district.	Locality.	First term.	Second term.	Third term.	Year.	First term.	Second term.	Third term.	Year.	
1	San Juan Rio Piedras	37. 57 38. 65	35. 29 35. 36	34. 09 36. 60	35. 82 36. 84	34. 97 36. 36	32. 34 32. 99	31.74 34.29	33. 11 34. 52	
-	District	37.77	35. 29	34, 53	3 <b>6</b> . 05	35. 21	32. 37	32. 19	33. 36	
2	CarolinaRio Grande	50. 56 50. 76	49. 19 48. 71	47. 25 46. 83	49. 19 48. 90	45. 48 47. 73	42. 52 43. 48	43. 05 42. 35	43. 75 44. 64	
_	District	50.66	48.95	47.02	49.04	46.59	43.01	42.68	44. 20	
3	(Fajardo Naguabo Vieques	49. <b>1</b> 7 57. 27 50. 16	48. 82 57. 74 49. 83	46. 75 56. 70 49. 09	48. 42 57. 31 49. 75	45. 05 50. 60 44. 51	40. 98 48. 55 44. 44	40. 87 49. 26 44. 73	43. 51 49. 47 44. 54	
3	Culebra	50.42	50. 13	48. 49	49.81	45.64	44. 56	42.74	44. 48	
4	(Humacao	43. 86 43. 72 41. 46	41. 75 41. 05 42. 58	43. 05 37. 45 46. 69	42. 85 41. 06 43. 38	39. 61 41. 91 39. 28	36. 95 38. 40 37. 79	38. 64 35. 18 44. 63	38. 36 38. 81 40. 18	
	District	43. 54	41.67	41. 91	42.37	40.31	37. 56	38. 59	38. 80	
5	Caguas	47. 82 43. 37 41. 08	43. 16 42. 64 37. 12	45.38 41.64 35.75	45. 43 42. 67 38. 08	41. 25 35. 35 34. 85	39. 77 36. 21 31. <b>7</b> 1	39. 44 36. 62 30. 20	40. 30 35. 99 32. 32	
	District	45. 73	42.44	43.25	43.85	39. 35	37.89	37. 64	38.17	
6	GuayamaCayey	48. 17 47. 31	47. 57 43. 53	48, 09 44, 26	47. 91 45. 09	42. 54 43. 89	41. 46 41. 04	42. 53 41. 26	42. 11 42. 14	
	District	47. 82	46. 02	46.66	46. 81	43. 10	41. 29	42.06	42.12	
7	(Aibonito	47. 75 45. 04 43. 29	45. 18 43. 02 41. 93	41.13 39.93 38.66	45. 13 43. 01 41. 69	43. 84 41. 63 39. 69	43. 50 39. 39 39. 38	38. 85 37. 19 34. 16	42. 48 39. 67 38. 29	
	District	45. 37	43.41	39.94	43. 31	42.72	40.84	36. 77	40.19	
8	(Coamo Juana Diaz Santa Isabel	49.11 47.00 45.64	48. 21 45. 28 44. 60	47. 69 44. 15 45. 13	48. 41 45. 64 45. 81	46. 15 43. 50 41. 45	45. 29 42. 40 41. 27	44. 54 41. 68 41. 72	45, 42 42, 63 41, 46	
	District	47. 71	46. 50	45. 95	46. 81	44. 33	43.53	43.00	43. 69	
9	Ponce	46. 22	46. 16	43.86	45. 61	43.71	44.00	40. 39	42.99	

Table 8.—Average daily enrollment and attendance per school—Continued.

COMMON SCHOOLS, GRADED—Continued.

		Average daily enrollment per school.			l. Average daily attendance per school.				
rict	Locality.				school.				school.
School district.	nocanty.	First term.	Second term.	Third term.	Year.	First term.	Second term.	Third term.	Year.
10	Yauco Sabana Grande	54. 57 49. 63	53. 36 49. 51	51. 19 49. 86	53. 27 49. 64	50. 69 46. 84	50.70 47.46	48. 53 48. 74	50. 16 47. 55
	District	52, 98	51.99	50.72	51.98	49. 35	49. 54	48.60	49. 23
	San German	47.56	46. 98	45. 22	46.75	42.47	45. 23	43. 76	43.87
11	Lajas	44. 42 51. 91	48, 85 49, 09	47. 24 48. 76	$46.82 \\ 50.04$	39. 97 47. 74	46. 96 47. 16	44. 79 47. 14	43. 84 47. 37
	District	48.18	47.84	46.47	47.63	43.44	46.02	44.81	44.78
	(Mayaguez	40.39	42.34	40.39	41.11	36. 86	39.47	36.84	37.85
12	Añasco	48.27 47.65	48.38 54.38	47.66 57.08	48. 16 53. 19	44.33 45.48	42.87 49.19	43. 47 50. 79	43.57 48.57
	District	42.66	44.68	43. 44	43.65	39. 19	41.00	39.53	39. 97
	(Aguadilla	40.74	38.60	37. 02	38.99	36. 27	34. 05	32. 87	34.56
13	Aguada {Isabela	$41.11 \\ 42.87$	42.96 $42.39$	38. 99 43. 00	$\frac{41.28}{42.72}$	37.98 37.48	38. 83 36. 65	36.65 39.71	37.97 3 <b>7</b> .7 <b>3</b>
	District	41. 26	40.10	39. 01	40.17	36.79	35.32	35, 28	35.78
i	San Sebastian	53, 22 45, 70	54. 09 53. 69	52. 26 55. 89	53. 29	49. 96 40. 51	51.45 50.22	48. 66 51. 65	50.16 47.06
14	Lares Las Marias	40. 69	49. 4 <b>6</b>	51.68	51. 47 48. 03	33. 94	41.49	39. 97	39.18
	District	48.98	52.99	53.45	51.67	44. 31	48.95	47. 91	47.05
15	Utuado	45. 68 46. 24	46. 46 44. 08	45. 41 44. 43	45.88 44.96	39. 27 41. 25	41.06 40.06	40. 58 40. 72	40. 61 40. 66
	District	45.88	45. 54	45.04	45.55	39.98	40.69	40.76	40.45
16	Arecibo	43. 24 44. 19	41. 33 44. 92	38. 51 45. 68	41. 38 44. 85	38. 68 37. 83	37. 90 37. 63	34.53 37.54	37. 29 37. 68
	District	43.55	42.71	40.85	42.54	38.39	37. 81	35. 49	37.43
	Manati	50.71	47. 75	51.01	49.69	48. 33	44.81	49.06	47.21 43.60
17	Ciales	46. 66 49. 12	$50.00 \\ 47.62$	44. 15 46. 19	47. 24 47. 84	42. 49 43. 39	46.46 $43.37$	$\begin{array}{c} 41.12 \\ 42.39 \end{array}$	43.13
	District	49. 44	48.35	48.54	48.81	46. 22	45, 09	46. 07	45.76
18	Toa AltaVega Baja	43. 15 48. 13	45. 39 46. 97	44. 52 45. 62	44.32 47.03	39. 03 41. 75	40. 24 43. 29	41. 62 42. 12	40.11 42.45
	District	45.71	46. 24	45.13	45.77	40.43	41.89	41. 92	41.36
19	Bayamon	41.39	39. 14	38. 15	39.63	36.63	35. 57	35. 84	35.79
	Total	45. 04	44.07	43.14	44.01	40.96	40.35	39. 44	40. 21
			COMMON	SCHOOL	s, RUR.	AL.			
1	San Juan Rio Piedras	43.74 44.83	41.88 46.34	39. 98 45. 65	42. 10 45. 63	39. 63 39. 97	36, 24 40, 55	$35.59 \\ 41.28$	37.34 40.50
	District	44. 12	43.51	42.07	43.39	39.75	37. 82	37.79	38.51
2	Carolina Rio Grande	45. 27 51. 92	47. 72 51. 83	48. 07 49. 91	46 91 51.39	39. 29 47. 02	40. 62 45. 33	39. 80 42. 40	39. 92 45. 25
1	District	48.77	49.84	48. 99	49. 21	43. 27	43.06	41.11	42.65
ĺ	(Fajardo	53.79	59.16	57.76	57.03	47.17	51.09	49. 73	49. 45
3	Naguabo Vieques Culebra	54.51 } 48.18	57.46 52.41	57. 92 53. 48	56. 60 50. 56	50. 93 41. 50	52.73 46.04	51.47 46.07	51.76 43.85
	District	51.96	56. 92	56. 78	55.09	46.04	50.17	49. 47	48.48
	(Humacao	51.13	57.08	59.18	55.17	45.94	51.98	55.46	50.44
4	Yabucoa {Patillas	$47.82 \\ 43.61$	54. 02 50. 49	51.92 53.34	51.43 49.19	44.52 38.44	49. 81 44. 89	49. 13 46. 42	47. 91 42. 65
	District	48.62	54.75	55. 19	52.69	44.04	49.92	51.45	48.04

Table 8.—Average daily enrollment and attendance per school—Continued.

COMMON SCHOOLS, RURAL—Continued.

	Γ		doily oppo		Average daily attendance per school.				
rict	Locality.				senooi.	-		I	1
School district.	Locality.	First term.	Second term.	Third term.	Year.	First term.	Second term.	Third term.	Year.
	Caguas	37.16	44.05	45, 62	41.89	31.75	37.66	38. 34	35.64
5	San Lorenzo Aguas Buenas	39. 94 43. 34	48.37 50.95	51.43 48.18	46. 15 47. 42	34. 54 36. 47	39. 81 43. 49	41.76 41.83	38. 41 40. 46
Ü	District	39.09	46.63	49. 27	44. 21	33.46	39. 33	41.35	37.35
	(Guayama	43. 79	44. 72	44. 42	44. 35	38.35	37. 89	39. 51	38.52
6	Cayey	38.69	42.54	42.16	40.96	34.54	37. 39	38.82	36.70
	District	41.41	43.64	43.44	42.77	36.58	37.64	39.21	37.67
	Aibonito	44. 84 41. 63	46. 19 46. 19	41.56 46.75	44. 63 44. 65	39. 43 37. 45	41.86 41.21	35.64 41.15	39.53 39.81
7	Barros	46.74	49. 60	47.83	48. 12	40. 37	43. 29	42. 21	41.95
	District	44. 97	48. 03	46.45	46. 51	40. 12	42. 45	40. 79	40. 91
	Coamo	47. 13 50. 96	49. 83 53. 19	48. 65 49. 57	48. 59 51. 49	41. 45 45. 64	43. 45 46. 14	43. 92 44. 22	42.87 45.48
8	Juana Diaz  Santa Isabel	50. 91	49. 37	49.58	49.95	44.04	42.74	44. 01	43.51
	District	49. 29	51.08	49.16	49. 95	43.60	44. 40	44.05	44.03
9	Ponce	45. 28	48. 16	46.05	46.46	40.39	44. 16	41. 45	42.09
10	Yauco Sabana Grande	52. 94 53. 01	55. 95 55. 98	52. 61 55. 09	54. 01 54. 67	47. 28 49. 24	52. 73 52. 99	49. 40 53. 19	50. 06 51. 67
10	District	52. 98	55. 95	53. 37	54. 24	48.09	52.89	50.56	50.63
	San German	39.93	49. 89	48.71	46.09	34. 93	46.34	45. 69 51. 57	42.17 49.33
11	Lajas  Cabo Rojo	49. 52 50. 39	54. 99 52. 78	54. 17 51. 88	52.75 51.70	43.54 43.63	53. 54 48. <b>09</b>	48. 37	46.51
	District	<b>45. 7</b> 6	51. 01	51.04	49. 52	39. 89	48. 54	47. 94	44. 12
	(Mayaguez	43. 52	54. 42	54.08	50.36	37.82	48. 78	47. 41	44.42
12	Añasco	41.75 26.33	50.02 45.95	52. 35 49. 19	47. 46 39. 70	37. 38 24. 05	43. 81 40. 21	46. 56 43. 25	42. 05 35. 16
	District	38. 86	51.86	52. 92	47. 99	34. 15	46.04	46. 59	42.41
	(Aguadilla	51. 44	56. 02	54. 21	53. 89	44.26	45. 82	46. 84	45. 49
13	Aguada	44. 09 49. 27	50. 85 52. 02	48. 69 53. 79	47. 78 51. 46	37. 84 42. 21	43. 90 44. 24	$\frac{42.32}{47.77}$	41. 24 44. 37
	District	49. 35	53. 80	53.04	51.96	42.39	44. 97	46. 29	44.33
	(San Sebastian	49. 81	55. 45	56.82	54.13	42. 21	46. 59	48. 87	46. 33
14	Lares Las Marias	37. 73 26. 55	56.09 53.39	56.52 52.44	49. 67 45. 83	30.97 $22.52$	46. 97 47. 18	49. 08 45. 07	41.83 39.74
•	District	40. 67	55. 19	55. 58	50. 69	34. 07	46. 81	47. 94	43.09
	(Utuado	41.02	52.54	52.73	48.35	35. 14	45. 90	47. 84	42. 42
15	Adjuntas	43. 81	49.56	53.35	48. 62	37.64	43. 17	48. 83	42.83
	District	42. 01	51.47	52. 97	48.44	36.01	44.92	48. 22	42.57
16	Arecibo Camuy	46. 11 48. 67	48. <b>13</b> 52. 78	44. 19 49. 49	46.18 50.46	40. 98 40. 56	41.86 43.21	37. 59 41. 01	40. 23 41. 69
	District	47.04	49. 42	46. 24	47. 76	40. 82	41.95	38. 92	40.77
	Manati	50. 67	49. 74	53. 10	50. 90 50. 22	45. 46 41. 44	43. 41 44. 02	47. 25 44. 29	45. 23 43. 13
17	Ciales	48. 16 56. 58	51. 74 56. 21	50. 99 55. 04	56. 05	48. 61	49. 77	49. 25	49.44
	District	51. 23	51. 99	52. 65	51.89	44. 82	45. 15	46.75	45. 46
	Toa Alta Vega Baja	48. 75 49. 30	49. 61 50. 89	52. 22 50. 89	49. 96 50. 34	40. 87 44. 97	43. 04 45. 58	47. 44 46. 34	43.33 45.58
18	District	49. 02	50.28	51.52	50.16	42. 85	44. 39	46.86	44.48
19	Bayamon	41. 93	42.47	39. 24	41. 32	37. 26	37. 66	35.33	36.83
	Total	45.76	50.25	49. 37	48. 42	40.18	44. 21	43. 90	42.71
	10001	100	30.30	22.37					

Table 9.—Percentage of attendance.

## COMMON SCHOOLS.

d dis-	T a salidar	Per cent	of attend scho	ance per ol.	graded	Per cent of attendance per rural school.			
School dis- trict.	Locality.	First term.	Second term.	Third term.	Year.	First term.	Second term.	Third term.	Year.
1	San Juan	93.09 94.07	91.64 93.30	93. 10 93. 69	92. 43 93. 70	90. 60 89. 16	86.53 87.50	89. 00 90. 43	88. 69 88. 76
	District	93.22	91.73	93.22	92.54	90.10	86.92	89.83	88.75
2	Carolina Rio Grande	89. 95 94. 03	86. 44 89. 26	91. 11 90. 43	88. 94 91. 29	86.79 90.56	85. 10 87. 46	82. 80 84. 95	85. 10 88. 05
	District	91.96	87. 87	90.77	90.13	88.72	86. 40	83. 91	86.67
	Fajardo	91.58	83. 92	87.42	89.65	87. 68	86.36	86. 01 88. 86	86.71 91.45
3	Naguabo Vieques Culebra	88.35 88.74	84. 08 89. 18	86. 88 91. 12	86. 32 89. 53	93. 43 86. 14	91.77 87.85	86. 19	86.73
	District	90. 52	88.77	88.14	89. 30	88.61	88.14	87. 12	88.00
	(Humacao	90. 31	88. 50	89. 76	89. 52	89.85	91.07	95. 33	91. 43
4	Yabucoa {Patillas	95. 86 94. 74	93.55 88.75	93. 95 95. 59	94.52 92.62	93. 10 88. 14	92, 21 88, 91	94. 63 87. 03	93. 14 88. 12
-	District	90.47	90.14	92.08	91.57	9u. 58	91. 19	93. 22	91. 40
	`			====					
	CaguasSan Lorenzo	86.68 81.51	92. 15 84. 92	86. 91 87. 94	88. 71 84. 35	85. 44 86. 48	85. 49 82. 30	84. 04 81. 20	85. 08 83. 23
5	Aguas Buenas	84.83	85. 43	84.48	84. 87	84.15	85. 36	86.82	85. 32
	District	86.05	89. 23	87. 03	87. 05	85.60	84.34	83. 93	84.48
6	Guayama Cayey	88. 31 92. 77	87. 16 94. 28	88. 44 93. 24	87. 89 93. 46	87. 58 89. 27	84. 73 87. 89	88. 95 92. 08	86. 86 89. 60
	District	90. 13	89.72	90.14	89. 98	88.33	86. 25	90. 26	88.08
	(Aibonito	91. 81	96.28	94. 46	94.13	87. 93	90. 63	85. 76	88.57
7	Comerio	92. 43 91. 68	91.56 93.92	93.14 88.36	92. 23 91. 85	89. 96 86. 37	89. 22 87. 28	88. 02 88. 25	89. 16 87. 18
	District	91.96	94. 08	92.10	92. 80	89. <b>2</b> 2	88.38	87. 81	87.96
	CoamoJuana Diaz	93. 97 92. 55	93. 94 93. 64	93. 39 94. 41	93.82	87. 95 89. 56	87. 20 86. 75	90.06 89.21	88, 23 88, 33
8	Santa Isabel	90. 82	92.53	92. 44	93. 41 91. 91	86.51	86.57	89. 21 88. 76	87.11
	District	92.92	93. 61	93. 58	93.33	88. 46	86,92	89. 61	88. 15
9	Ponce	94.57	95. 32	92.09	94. 26	89. 25	91.69	90. 01	90. 59
10	Yauco Sabana Grande	92.55 94.38	95. 01 95. 86	94. 80 97. 75	94. 16 95. 77	89. 31 92. 89	94. 25 94. 66	93. 90 96. 55	92. 69 94. 51
	District	93.15	95. 29	95.82	94.71	90. 75	94. 53	94.74	93. 95
İ	(San German	89.30	96.98	96.77	93.84	87.48	92. 89	93.80	91.49
11	Lajas	89. 98 91. 97	96. 13 96. 07	94. 81 96. 68	93. 64 94. 66	87. 92 86. 59	97. 36 <b>91</b> . 10	95. 20 93. 24	93. 52 89. 96
11	District	90.16	96. 20	96.43	94. 02	87. 17	93.33	93. 93	91.44
	Mayaguez	91.26	93.22	91.21	92.07	86.90	89.64	87.67	88. 20
12	Afiasco	91.84 95.45	88.61 90.46	91. 21 88. 98	90.47 91.31	89. 53 91. 34	87.59 87.51	88. <b>94</b> 87. <b>93</b>	88. 60 88. 56
	District	91. 87	91.76	89.14	91.57	87. 88	88.78	88.04	88. 37
	(Aguadilla	89. 03 92. 39	88. 21 90. 39	88. 79 94. 00	88. 64 91. 98	86.04 85.83	81. 79 86. 33	84. 44 86. 92	84. 41 86. 31
13	Isabela	92.39 87.43	86.46	92.35	88. 32	85.67	85. 04	88.81	86. 22
	District	89. 17	88. 08	90.46	89. 10	85. 90	83. 59	87.28	85.32
	(San Sebastian	93. 88 88. 85	95.08 93.54	93. 11 92. 41	94. 13 91. 43	84.74 82.08	84.00 83.7 <b>4</b>	86.01 86.84	85. 59 84. 22
14	Lares Las Marias	83.41	83.89	74.14	81.57	84. 82	88. 37	85. 95	86.71
	District	90.46	92. 38	89. 64	91.06	83.77	84. 82	86. 25	85.01

Table 9.—Percentage of attendance—Continued.

## COMMON SCHOOLS-Continued.

dis-		Per cent	of attend scho		graded	Per cent of attendance per rural school.					
School d	Locality.	First term.	Second term.	Third term.	Year.	First term.	Second term.	Third term.	Year.		
15	Utuado	85. 97 89. 21	88. 38 90. 88	89. 36 91. 65	88.51 90.44	85. 66 85. 92	87.36 87.11	90.73 91.53	87. 73 88. 07		
	District	87.14	89. 35	90.50	88.80	85.72	87.27	91.03	87. 88		
16	AreciboCamuy	89, 45 85, 61	91.70 83.79	89. 67 82. 18	90. 12 84. 01	88. 87 83. 34	86. 97 81. 87	85. 05 82. 87	87. 12 82. 62		
	District	88. 15	88. 53	86.88	87. 99	86.78	84. 88	84.17	8 <b>5</b> . 3 <b>7</b>		
17	Manati Ciales Morovis	95. 31 91. 06 88. 33	93.84 92.92 91.08	96, 18 93, 14 91, 77	95. 01 92. 30 90. 16	89. 72 86. 05 85. 92	87. 27 85. 08 88. 54	88. 98 86. 86 89. 48	88. 86 85. 88 88. 21		
	District	93. 49	93. 26	94. 91	93. 75	87.49	86.84	88.79	87. 61		
18	Toa AltaVega Baja	90. 45 86. 74	88. 65 92. 17	93. 48 92. 33	90, 50 90, 26	83. 84 91. 22	86. 76 89. 57	90. 85 91. 06	86. 73 90. 54		
	District	88. 45	90. 59	92.89	90.37	87. 41	88. 29	90. 95	88. 67		
19	Bayamon	88. 50	90.88	93. 95	90. 31	88. 86	88.67	90.03	89. 13		
	Total	90. 94	91.56	91.42	91.33	87.81	87. 98	88. 92	88.17		

Table 10.—Enrollment and attendance per school and percentage of attendance, 1904-5 and 1905-6.

#### COMMON SCHOOLS, GRADED.

School dis-	Locality.	rollime	daily en- ent per ool.	tendar	daily at- nce per ool.	Per cent	t attend- ce.
Sch		1905-6.	1904-5.	1905-6.	1904-5.	1905-6.	1904-5.
1	San Juan Rio Piedras.	35. 82 36. 84	38.63 44.38	33. 11 34. 52	35. 88 40. 19	92. 43 93. 70	92. 88 90. 56
	District	36.05	39.17	33. 36	36. 28	92. 54	92.62
2	Carolina. Rio Grande.	49. 19 48. 90	47. 97 46. 89	43. 75 44. 64	43. 20 44. 84	88. 94 91. 29	90. 06 95. 63
	District	49. 04	47.43	44. 20	44. 03	90. 13	92, 83
3	(Fajardo Naguabo Vieques	48. 42 57. 31 49. 75	48. 03 52. 12 50. 54	43. 51 49. 47 44. 54	43. 49 45. 99 43. 90	89. 65 86. 32 89. 53	90. 55 88. 24 86. 86
3	Culebra	49. 73					
	District		49.05	44. 48	43.88	89.30	89.46
4	HumacaoYabucoa	42. 85 41. 06 43. 38	45. 47 46. 47 45. 92	38, 36 38, 81 40, 18	38.75 43.35 38.18	89. 52 94. 52 92. 62	85. 22 92. 86 83. 12
	District	42.37	45. 85	<b>3</b> 8. 80	40. 17	91. 57	87.61
5	(Caguas San Lorenzo Aguas Buenas	45. 43 42. 67 38. 08	48. 19 48. 42 37. 13	40. 30 35. 99 32. 32	42. 01 39. 55 31. 43	88. 71 84. 35 84. 87	87.11 81.68 84.38
	District	43.85	47. 23	38. 17	40. 21	87.05	85.14
6	Guayama Cayey	47. 91 45. 09	51. 24 45. 82	42. 11 42. 14	44. 65 41. 22	87. 89 93. 46	87. 13 89. 96
	District	46. 81	48. 94	42. 12	43. 19	89.98	88. 25

## COMMON SCHOOLS, GRADED-Continued.

School dis- trict.	Locality.	Average rollme sche	nt per	Average tendan sch	ce per	Per cent	
Sch		1905-6.	1904-5.	1905-6.	1904-5.	1905-6.	1904–5.
7	(Aibonito Comerio Barros	45. 13 43. 01 41. 69	42.74 44.04 44.31	42. 48 39. 67 38. 29	40.37 39.87 41.31	94.13 92.23 91.85	94. 48 90. 53 93. 72
	District	43. 31	43. 59	40. 19	40.55	92. 80	93.03
8	(Coamo Juana Diaz {Santa Isabel	48. 41 45. 64 45. 81	51.54 48.77 49.61	45. 42 42. 63 41. 46	47. 45 43. 60 44. 30	93. 82 93. 41 91. 91	92.06 89.40 89.29
	District	46. 81	50.28	43.69	45.60	<b>93. 3</b> 3	90.69
9	Ponce	45. 61	42. 29	42. 99	38. 84	94. 26	91.84
10	Sabana Grande	53. 27 49. 64	47. 81 48. 79	50. 16 47. 55	43. 14 43. 64	94. 16 95. 77	90. 23 89. 44
	District	51.98	48.16	49. 23	43. 35	94.71	90. 01
11	(San German Lajas 	46. 75 46. 82 50. 04	46. 54 49. 52 50. 18	43. 87 43. 84 47. 37	41. 31 44. 98 46. 02	93. 84 93. 64 94. 66	88. 76 90. 83 91. 71
	District	47.63	48. 16	44. 78	43. 39	94.02	90. 10
12	(Mayaguez Añasco (Maricao	41. 11 48. 16 53. 19	46. 89 45. 12 41. 13	37. 85 43. 57 48. 57	42. 25 40. 98 38. 11	92.07 90.47 91.31	90. 11 90. 82 92. 66
	District	43. 65	46. 09	39. 97	41.79	91. 57	90.67
13	(Aguadilla Aguada Isabela	38. 99 41. 28 42. 72	41. 93 44. 79 50. 34	34. 56 37. 97 37. 73	35. 25 39. 63 41. 89	88. 64 91. 98 88. 32	84. 06 88. 48 83. 21
	District	40. 17	44.04	35. 78	37.24	89. 10	84.56
14	(San Sebastian Lares {Las Marias	53. 29 51. 47 48. 03	50. 60 46. 87 39. 70	50. 16 47. 16 39. 18	46. 81 42. 40 29. 90	94. 13 91. 43 81. 57	92. 51 90. 46 75. 31
	District	51.67	47.45	47.05	42. 44	91.06	89.44
15	Utuado	45. 88 44. 96	50. 04 43. 24	40. 61 40. 66	42. 63 38. 49	88. 51 90. 44	85. 19 89. 01
	District	45. 55	47. 24	40. 45	40.94	88. 80	86.66
16	Arecibo	41. 38 44. 85	47. 85 46. 92	37. 29 37. 68	41. 29 39. 59	90. 12 84. 01	86. 71 84. 38
	District	42.54	47. 49	37. 43	40.63	87.99	85.56
17	Manati   Ciales   Morovis	49. 69 47. 24 47. 84	50. 89 47. 79 53. 96	47. 21 43. 60 43. 13	45. 56 42. 08 45. 19	95. 01 92. 30 90. 16	89. 53 88. 05 83. 75
	District	48.81	50.63	45. 76	45. 26	93.75	89. 39
18	Toa AltaVega Baja	44, 32 47, 03	48. 12 52. 49	40. 11 42. 45	42. 52 46. 33	90. 50 90. 26	88. 36 88. 26
	District	45.77	50. 21	41.36	44. 36	90.37	88.35
19	Bayamon	<b>3</b> 9. 63	42.39	35. 79	36. 12	90. 31	85. 21
	Total	44.01	44. 63	40.21	39. 84	91.33	89. 27

 $\begin{array}{lll} \textbf{Table 10.--Enrollment and attendance per school and percentage of attendance 1904-5} \\ & and 1905-6--- \textbf{Continued.} \end{array}$ 

## COMMON SCHOOLS, RURAL.

School dis- trict.	Locality.	Average rollme sch	nt per	Average tendan scho	ce per	Per cent	
Scho		1905–6.	1904-5.	1905-6.	1904-5.	1905-6.	1904–5.
1	San Juan	42. 10 45. 63	44. 44 48. 61	37.34 40.50	39.62 41.09	88. 69 88. 76	89. 18 84. 53
-	District	43.39	46, 44	38.51	40.03	88.75	86. 20
2	CarolinaRio Grande	46. 91 51. 39	49. 23 59. 22	39. 92 45. 25	40. 12 53. 95	85. 10 88. 05	81.47 91.10
	District	49. 21	54.82	42.65	47. 81	86.67	87.62
	(Fajardo	57. 03 56. 60	54. 04 53. 25	49. 45 51. 76	46. 09 47. 92	86.71 91.45	84. 54 89. 99
3	Vieques   Culebra	50.56	44.82	43.85	37. 79	86.73	84. 31
	District	55.09	51.44	48.48	44.51	88.00	86.53
4	HumacaoYabucoa	55. 71 51. 43 49. 19	47. 23 49. 22 56. 48	50. 44 47. 91 42. 65	39. 96 44. 08 45. 42	91. 43 93. 14 88. 12	84. 65 89. 56 80. 42
•	District	52.69	50.15	48.04	42.63	91.40	85.01
	(Caguas	41.89	46.14	35.64	39.48	85.08	85. 57
5	San Lorenzo	46.15 47.42	40. 43 46. 16	38.41 40.46	30. 79 40. 69	83. 23 85. 32	76, 15 88, 15
	District	44.21	44. 75	37.35	37. 20	84.48	83. 13
6	Guayama	44. 35 40. 96	47. 61 45. 89	38.52 36.70	41. 18 39. 96	86. 86 89. 60	86. 49 87. 08
U	District	42.77	46.80	37.67	40. 61	88.08	86.77
7	(Aibonito	44. 63 44. 65 48. 12	46.33 44.77 48.14	39.53 39.81 41.95	40. 42 38. 44 42. 25	88. 57 89. 16 87. 18	87. 24 85. 86 87. 77
	District	46.51	46.71	40. 91	40.71	87. 96	87.15
8	Coamo. Juana Diaz Santa Isabel	48. 59 51. 49 49. 95	52.61 51.41 46.04	42.87 45.48 43.51	46. 25 44. 22 38. 31	88. 23 88. 33 87. 11	87. 91 86. 02 83. 21
	District	49.95	51.31	44.03	44. 45	88.15	86.63
9	Ponce	46.46	44.70	42.09	39.63	90. 59	88.66
10	YaucoSabana Grande	54. 01 54. 67	50, 51 47, 90	50.06 51.67	44. 11 42. 60	92. 69 94. 51	87. 33 88. 93
•	District	54.24	49.51	50.63	43.53	93. 95	87. 92
11	(San GermanLajas	46. 09 52. 75 51. 70	45. 66 51. 01 48. 59	42.17 49.33 46.51	38. 90 43. 33 42. 12	91. 49 93. 52 89. 96	85. 19 84. 94 86. 68
	District	49.52	49.41	44.12	42.55	91.44	86.12
	(MayaguezAñasco	50. 36 47. 46	47.06 48.17 38.37	44. 42 42. 05 35. 16	40. 85 41. 00 33. 48	88. 20 88. 60 88. 56	86.80 85.12 87.25
12	Maricao	39.70 47.99	46.16	42. 41	39.85	88.37	86. 33
	District	53.89	51. 25	45. 49	39.89	84. 41	77. 83
13	Aguadilla   Aguada   Isabela	47.78 51.46	46. 76 53. 91	41. 24 44. 37	39. 27 45. 58	86. 31 86. 22	83. 98 84. 70
	District	51.96	51. 25	44. 33	41.46	85.32	80.90
14	San Sebastian Lares Las Marias	54.13 49.67 45.83	49.89 41.73 39.26	46. 33 41. 83 39. 74	40. 36 34. 16 33. 29	85. 59 84. 22 86. 71	80.89 81.86 84.79
14	District	50.69	44.02	43.09	36.19	85.01	82.21
	1,		l	<b></b>	·	1	·

Table 10.—Enrollment and attendance per school and percentage of attendance, 1904-5 and 1905-6—Continued.

#### COMMON SCHOOLS, RURAL-Continued.

School dis- trict.	Locality.	Average rollme sche	nt per	Average tendan sche		Per cent attendance.		
Scho		1905-6.	1904–5.	1905–6.	1904-5.	1905-6.	1904–5.	
15	UtuadoAdjuntas	48. 35 48. 62	49. 40 47. 50	42. 42 42. 83	40. 48 40. 97	87.73 88.07	81. 94 86. 25	
	District	48.44	48. 81	42.57	40.80	87.88	83, 59	
16	(Arecibo Camuy	46. 18 50. 46	49. 82 53. 46	40. 23 41. 69	43. 24 44. 90	87. 12 82. 62	86.79 84.00	
	District	47.76	51.02	40.77	43. 82	85. 37	85. 89	
17	(Manati Ciales Morovis	50.22	53. 61 54. 46 52. 84	45. 23 43. 13 49. 44	44. 97 47. 12 44. 69	88. 86 85. 88 88. 21	83, 88 86, 52 84, 59	
	District	51.89	53.64	45. 46	45. 45	87.61	84.73	
18	Toa Alta. Vega Baja.	50.34	55. 61 50. 69	43. 33 45. 58	45. 87 43. 59	86. 73 90. 54	82. 48 85. 99	
	District	50.16	53.06	44.48	44.68	88.67	84. 21	
19	Bayamoii	41.32	48.06	36.83	39.69	89. 13	82.57	
	Total	48. 42	48.83	42.71	41.64	88. 17	85. 27	

Table 11.—Sex of pupils, March 2, 1906. COMMON SCHOOLS, GRADED.

ol ct.		F	irst grad	e.	Sec	ond gra	de.	Third grade.			
School district.	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	
1	(San Juan	312 70	333 67	645 137	264 36	262 35	526 71	153 13	152 37	305 50	
•	District	382	400	782	300	297	597	166	189	355	
2	Carolina Rio Grande	70 90	74 99	144 189	42 39	50 38	92 77	38 29	23 43	61 72	
-	District	160	173	333	81	88	169	67	66	133	
3	(Fajardo Naguabo Vieques )Culebra	155 42 } 22	146 19 33	301 61 55	82 13 45	77 19 43	159 32 88	73 17 28	88 9 36	161 26 64	
	District	219	198	417	140	139	279	118	133	251	
4	Humacao Yabucoa Patillas	48 13 35	56 21 50	104 34 85	61 30 20	65 41 26	126 71 46	51 23 18	44 14 18	95 37 36	
	District	96	127	223	111	132	243	92	76	168	
5	CaguasSan LorenzoAguas Buenas	103 60 29	95 44 23	198 104 52	118 40 10	107 52 11	225 92 21	96 61 8	91 60 8	187 121 16	
	District	192	162	354	168	170	338	165	159	324	
6	GuayamaCayey	225 91	203 106	428 197	134 59	109 69	243 128	73 58	63 44	136 102	
	District	316	309	625	193	178	371	131	107	238	
7	(Aibonito Comerio	79 62 83	54 64 59	133 126 142	24 8 11	21 3 8	45 11 19	8 19 22	17 21 21	25 40 4 <b>3</b>	
	District	224	<b>177</b>	401	43	32	75	49	59	108	

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Table 11.—Sex of pupils, March 2,1906—Continued.

COMMON SCHOOLS, GRADED—Continued.

ct.		F	irst grad	le.	Se	cond gra	de.	T	hird gra	de.
School	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
8	(Coamo Juana Diaz Santa Isabel	96 65 24	67 80 27	163 145 51	54 28 29	56 23 21	110 51 50	54 43 19	47 39 22	101 82 41
	District	185	174	359	111	100	211	116	108	224
9	Ponce	505	438	943	343	292	635	121	111	232
10	Yauco Sabana Grande	225 134	159 88	384 222	73 50	82 31	155 81	53 <b>31</b>	41 28	94 59
	District	359	247	606	123	113	236	84	69	153
11	San German   Lajas   Cabo Rojo   Cabo Ro	119 60 <b>2</b> 2	80 42 13	199 102 35	56 22 71	48 23 54	104 45 125	71 8 28	76 11 18	147 19 46
	District	201	135	336	149	125	274	107	105	212
12	(MayaguezAfiasco Amaricao	203 81 56	188 84 34	391 165 90	122 23 18	95 27 8	217 50 26	89 45 15	117 30 14	206 75 29
	District	340	306	646	163	130	293	149	161	310
13	(Aguadilla	127 46 66	106 29 61	233 75 127	114 18 20	79 21 22	193 39 42	57 17 26	56 11 6	113 28 32
	District	239	196	435	152	122	274	100	73	173
14	San SebastianLares	101 61 49	73 54 40	174 115 89	39 24 19	22 18 19	61 42 38	25 10 6	22 7 5	47 17 11
	District	211	167	378	82	59	141	41	34	75
15	{Utuado	100 60	98 30	198 90	68 29	67 21	135 50	53 34	52 19	105 53
	District	160	128	288	97	88	185	87	71	158
16	Arecibo	246 178	251 145	497 323	95 54	89 42	184 96	64 26	69 33	133 59
	District	424	396	820	149	131	280	90	102	192
17	ManatiCiales	$\begin{array}{c c} 100 \\ 68 \\ 22 \end{array}$	60 63 16	160 131 38	$\begin{array}{c} 102 \\ 30 \\ 4 \end{array}$	80 33 6	182 63 10	22 15 4	$\begin{bmatrix} 25 \\ 6 \\ 2 \end{bmatrix}$	47 21 6
	District	190	139	329	136	119	255	41	33	74
18	Toa Alta	108 138	81 109	189 247	32 39	21 46	53 85	53 36	58 43	111 79
	District	246	190	436	71	67	138	89	101	190
19	Bayamon	272	222	494	83	68	151	70	83	153
	Total	4,921	4,284	9, 205	2,695	2,450	5, 145	1,883	1,840	3, 723

Table 11.—Sex of pupils, March 2, 1906—Continued.

COMMON SCHOOLS, GRADED—Continued.

ct.		Fo	urth gra	ıde.	F	ifth grad	le.	Si	xth grad	đe.
Scho	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
1	San Juan  Rio Piedras	116 26	123 28	239 54	46 22	58 18	104 40	56 12	42 22	98 34
	District	142	151	293	68	76	144	68	64	132
2	CarolinaRio Grande	17 20	17 9	34 29	23 20	10 7	33 27	8 14	11 13	19 27
	District	37	26	63	43	17	60	22	24	46
3	Fajardo Naguabo Vieques	38 12 } 3	36 8 5	74 20 8	26 8 12	21 5 15	47 13 27	20 9 2	18 6 5	38 15 7
	Culebra. District	53	49	102	46	41	87	31	29	60
4	Humacao Yabucoa Patillas	15 33 2	33 36 5	48 69 7	10 25	5 26	15 51	15	5	20
_	District	50	74	124	35	31	66	15	5	20
5	Caguas San Lorenzo Aguas Buenas	53 20 8	44 16 7	97 36 15	32 24 2	20 21 5	52 45 7	9 4	8 18	17 22
	District	81	67	148	58	46	104	13	26	39
	Guayama	33 14	23 17	56 31	40	31 32	71 70	11 18	7 6	18 24
6	District	47	40	87	78	63	141	29	13	42
7	Aibonito	17 11 17	8 7 6	25 18 23	10 14 24	9 5 6	19 19 30	13	9	22
1	Barros  District	45	21	66	48	20	68	13	9	22
	(Coamo	29	24	53	21	8	29	22	====	24
8	Juana Diaz Santa Isabel	18 12	16 7	34 19	10	6	14 16	6	12	18
	District	59	47	106	41	18	59	28	14	42
9	Ponce	78	83	161	43	43	86	27	47	74
10	Yauco Sabana Grande	37 20	22 7	59 27	37 11	36 5	73 16	13 	11	24
i	District	57	29	86	48	41	8 <b>9</b>	13	11	24
!	San German Lajas	45 15	41 10	86 25	26	10	36	8	11	19
11	Cabo Rojo	22	27	49	17	10	27	9	6	15
	District	82	78	160	* 43 =====	20	63	17	17	34
12	Mayaguez Añasco Maricao	65 45 7	51 21 16	116 66 23	38 18	24 27	62 45	19 13	8 4	27 17
	District	117	88	205	56	51	107	32	12	44
13	(Aguadilla Aguada Isabela	51 12 11	24 1 4	75 13 15	20 7 6	7 2 3	27 9 9	1 7 7	3	1 7 10
í	District	74	29	103	33	12	45	15	3	18
14	(San Sebastian Lares Las Marias	10 12 1	2 16 4	12 28 5	17 15	13 12	30 27	3 11	2 11	5 22
	District	23	22	45	32	25	57	14	13	27
ı								است		

Table 11.—Sex of pupils, March 2, 1906—Continued.

COMMON SCHOOLS, GRADED—Continued.

School district.	Tooglity			de.		ifth grad				le.
	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
15	(Utuado	34 37	20 14	54 51	17 21	23 13	40 34	9	14 8	23 14
	District	71	34	105	38	36	74	15	22	37
16	Arecibo Camuy	56 36	73 21	129 57	26 17	20 8	46 25	20 4	11 2	31 6
ļ	District	92	94	186	43	28	71	24	13	37
	(Manati Ciales Morovis	63 14 8	43 5 9	106 19 17	23 5 11	12 5 4	35 10 15	3 4 7	5 1 1	8 5 8
į	District	85	57	142	39	21	60	14	7	21
18	Toa AltaVega Baja	29 26	21 20	50 46	. 7	8 4	15 13	2 12	2	12
	District	55	41	96	16	12	28	14	2	16
19	Bayamon	35	35	70	23	19	42	5	2	7
	Total	1, 253	1,065	2,348	831	620	1, 451	409	333	742
195		Sev	enth gra	ıde.	Ei	ghth gra	de.	Total	in all g	rades.
School district.	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
	(San Juan Rio Piedras	33 13	36 15	69 28	25 11	15 14	40 25	1,005 203	1,021 236	2,026 439
	District	46	51	97	36	29	65	1, 208	1,257	2,465
2	Carolina Rio Grande	5 5	1 8	6 13	3	2	5	206 217	188 217	394 434
	District	10	9	19	3	2	5	423	405	828
3	(Fajardo Naguabo Vieques Culebra	3 5 2	9 3 3	12 8 5	3	10	13	400 106 114	405 69 140	805 175 254
	District	10	15	25	3	10	13	620	614	1,234
	(Humacao	16 8	11 12	27 20	6 6	9 5	15 11	222 138 75	228 155 99	450 293 174
4	Patillas			47	10	14	26	435	482	917
	CaguasSan Lorenzo	$\frac{24}{8}$	$\frac{23}{6}$	14 6	12	10	14	423 211	381 215	804 426
5	Aguas Buenas							57	54	111
	District	10	10	=======================================	4	10	14	691	650	1,341
	Guayama Cayey	15 	7		27	13	40	558 278	456 274	1, 014 552
	District	15	7	22	27	13	40	836	730	1,566
7	Aibonito							151 114 157	118 100 100	269 214 257
	District							422	318	740
- 11	Coamo	7	5	12	1	3	4	277 177 94	207 179 83	484 356 177
	District	7	5	12	1	3	4	548	469	1,017

Table 11.—Sex of pupils, March 2, 1906—Continued.

COMMON SCHOOLS, GRADED-Continued.

ct.		Sev	enth gra	ide.	Eig	ghth gra	de.	Total	in all g	rades.
School district.	Locality.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.
9	Ponce	14	29	43	36	29	65	1,167	1,072	2,239
10	YaucoSabana Grande	9	13	22				447 246	364 159	811 405
	District		13	22				693	523	1, 216
11	(San German Lajas (Cabo Rojo	5	11	16				330 105 169	277 86 128	607 191 297
	District	5	11	• 16				604	491	1,095
12	Mayaguez   Añasco   Maricao	15	14	29	16 6	15 10	31 16	567 231 96	512 203 72	1,079 434 168
	District	15	14	29	22	25	47	894	787	1,681
13	Aguadilla Aguada Isabela	5	10	15 9	42	1 7	5	379 107 145	283 64 108	662 171 253
	District	12	12	24	6	. 8	14	631	455	1,086
14	San Sebastian Lares Las Marias	5	5	10	2 3	• 17	3 10	197 141 75	135 130 68	332 271 143
	District	5	5	10	5	8	13	413	333	746
15	{Utuado	6 5	3 14	9 19				287 192	277 119	564 311
	District	11	17	28				479	396	875
16	Arecibo							507 315	513 251	1,020 566
	District							822	764	1,586
17	(Manati Ciales Morovis	9 1	3 1	12 2				322 137 56	228 114 38	550 251 94
	District	10	4	14				515	380	895
18	Toa AltaVega Baja	11	13	24	2	5	7	231 273	191 240	422 513
	District	11	13	24	2	5	7	504	431	935
19	Bayamon	8	13	21	3	9	12	499	451	950
	Total	222	251	473	160	165	325	12, 404	11,008	23, 412

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Table 11.—Sex of pupils, March 2, 1906—Continued. COMMON SCHOOLS, RURAL.

200C	Locality.		First grad	e.	S	econd grad	e.
School   district.	Bocanty.	Males.	Females.	Total.	Males.	Females.	Total.
1	(San Juan Rio Piedras	273 149	234 97	507 246	41 67	40 60	8 12
	District	422	331	753	108	100	20
2	Carolina Rio Grande	213 226	155 145	368 371	118 151	67	18 25
	District	439	300	739	269	168	43
	(FajardoNaguabo	146 78	166 58	312 136	50 49	67	11 8
3	Vieques   Culebra	} 86	74	160	18	7	2
	District	310	298	608	117	113	23
4	Humacao   Yabucoa!   Patillas	163 183 74	138 131 34	301 314 108	34 39 14	28 22 3	62 61 17
	District	420	303	723	87	53	140
5	Caguas San Lorenzo Aguas Buenas	209 165 78	117 92 33	326 257 111	40 26 24	22 14 12	62 40 36
	District	452	242	694	90	48	138
6	(Guayama Cayey	185 152	112 90	297 <b>2</b> 42	93 64	36 37	129 101
į,	District	337	202	539	157	73	230
]]	Aibonito Comerio Barros	80 136 261	42 63 131	122 199 392	41 54 97	21 19 36	62 73 133
- !(	District	477	236	713	192	76	268
	Coamo	245 276 82	140 184 84	385 460 166	151 99 37	80 83 22	231 182 59
l	District	603	408	1,011	287	185	472
9	Ponce	523	477	1,000	237	169	406
	Yauco	296 169	185 122	481 291	123 42	78 48	201 90
l	District	465	307	772	165	126	291
- 11	San German Lajas Cabo Rojo	251 156 256	224 124 171	475 280 427	93 55 81	82 58 61	175 113 142
	District	663	519	1,182	229	201	430
- ]].	Mayaguez	359 198	298 174	657 372	134 72	135 57	269 129
12	Maricao	661	537	1,198	29	207	442
6	Aguadilla	331	157	488	180	84	264
3  {i	AguadaIsabela	124 213	84 102	208 315	43 95	33 50	76 145
1	District	668	343	1, 011	318	167	485
	San Sebastian	382 260	208 145	590 405	126 122	71 67	197 189
4     1	Las Marias	210	141	351	54	49	103
10	District	852	494	1,346	302	187	489

Table 11.—Sex of pupils, March 2, 1906—Continued.

### COMMON SCHOOLS, RURAL—Continued.

ool ict.			First grade		Se	cond grad	e.
Sch distr	Location.	Males.	Females.	Total.	Males.	Females.	Total.
15	Utuado	243 158	120 84	363 242	169 76	69 50	238 126
	District	401	204	605	245	119	364
16	AreciboCamuy	350 243	268 117	618 360	114 132	112 42	226 174
	District	593	385	978	246	154	400
17	Manati Ciales Morovis	145 154 93	111 58 56	256 212 149	58 50 53	34 24 21	92 74 74
	District	392	225	617	161	79	240
18	Toa AltaVega Baja	157 165	96 122	253 287	69 65	48 59	117 124
	District	322	218	540	134	107	241
19	Bayamon	639	525	1,164	152	130	282
	Total	9, 639	6, 554	16, 193	3,731	2,462	6, 193
ool ict.		3	hird grade	е.	Tota	l in all gra	ides.
School district.	Locality.	Males.	Females.	Total.	Males.	Females.	Total.
1	San Juan Rio Piedras.	30 <b>3</b> 5	12 14	42 49	344 251	286 171	630 422
	District	65	26	91	595	457	1,052
2	Carolina  Rio Grande	42 64	34 33	76 97	373 441	256 279	629 720
	District	106	67	173	814	535	1,349
	(Fajardo	31 26	28 17	59 43	$\frac{227}{153}$	261 114	488 267
3	Vieques   Culebra	} 17	9	26	121	90	211
	District	74	54	128	501	465	966
4	Humacao Yabucoa Patillas	21 18 9	10 12	31 30 9	218 240 97	176 165 37	394 405 134
	District	48	22	70	555	378	933
5	(Caguas San Lorenzo	13 2 7	17 4 4	30 6 11	262 193 109	156 110 49	418 303 158
	District	22	25	47	564	315	879
6	GuayamaCayey	14 21	8 7	22 28	292 237	156 134	448 371
U	District	35	15	50	529	290	819
7	(Aibonito Comerio	8 4 51	1 14	9 4 65	129 194 409	64 82 181	193 276 590
	District	63	15	78	732	327	1,059
8	Coamo Juana Diaz Santa Isabel	90 65 15	54 20 10	144 85 25	486 440 134	274 287 116	760 727 250
ð	District	170	84	254	1,060	677	1,737
	District	====			=======		=======================================

Table 11.—Sex of pupils, March 2, 1906—Continued. • COMMON SCHOOLS, RURAL—Continued.

ool rict.		7	hird grad	е.	Tota	l in all gra	ides.
School district.	Locality.	Males.	Females.	Total.	Males.	Females.	Total.
9	Ponce	124	88	212	884	734	1,618
10	Yauco Sabana Grande	49 5	18 7	67 12	468 216	281 177	749 393
	District	54	25	79	684	458	1,142
11	(San German Lajas Cabo Rojo	61 31 55	45 17 27	106 48 82	405 242 392	351 199 259	756 441 651
	District	147	89	236	1,039	809	1,848
12	Mayaguez Añasco Maricao	78 27 10	58 25 11	136 52 21	571 297 143	491 256 91	1, 062 553 234
	District	115	94	209	1,011	838	1,849
13	(Aguadilla Aguada (Isabela	115 28 48	34 8 16	149 36 64	626 195 356	275 125 168	901 320 524
	District	191	58	249	1, 177	568	1,745
14	(San Sebastian Lares Las Marias	55 39 40	27 19 13	82 58 53	563 421 304	306 231 203	869 652 507
	District	134	59	193	1,288	740	2,028
15	Utuado	110 52	43 34	153 86	522 286	232 168	754 454
	District	162	77	239	808	400	1,208
16	Arecibo	60 65	49 20	109 85	524 440	429 179	953 619
	District	125	69	194	964	608	1,572
17	(Manati Ciales Morovis	31 28 52	20 15 8	51 43 60	234 232 198	165 97 85	399 329 283
	District	111	43	154	664	347	1,011
18	(Toa AltaVega Baja	42 78	35 32	77 110	268 308	179 213	447 521
	District	120	67	187	576	392	968
19	Bayamon	68	50	118	859	705	1,564
	Total	1,934	1,027	2, 961	15, 304	10, 043	25, 347

Table 12.—Ages of pupils in graded common schools, March 2, 1906.

MALES—FIRST GRADE.

Company   Comp	t 0]							Pup	oils at	ages	of—							
Rio Piedras	School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18		Total.
Carolina	1												i			 		
Rio Grande   2   9   25   13   12   19   3   2   2   3   90   90		District	6	32	85	77	72	50	29	22	5	3	1					382
Fajardo	2			9						3 2		3						
Naguabo		District	3	18	47	27	19	26	9	5	3	3						160
District   1   18   41   44   33   50   17   8   6   1	3	Naguabo Vieques	1 }	1	8	11	6	11			1	1						42
Humacao. 1 9 12 7 2 14 1 1 1 1		Culebra	_									<u> </u>		-	-			010
Yabneca		l District										1	<u> </u>		-			
Cagnas	4	Yabucoa		1	1	i	2	6		2								13
San Lorenzo		District	2	12	19	17	8	27	5	5	1							96
District	5	San Lorenzo		10	21	8	4	7	2	2							i	60
Guayama	-			16	47	50	19	33	11	<del>-</del> 7	$\frac{}{2}$	1			-			192
District	c	Guavama	i	9														
Albonito	U	l .		15	62	 69	58	66	20	18	4	2	1					316
District   S   29   41   46   29   41   17   14   2	7	Aibonito		6 6	10 17	18 12	14 6	15 9	4	6 4	2	ı						62
Coamo	•									14	9							
Santa Isabel		(Coamo	===	== <u>-</u> 8		 23	16	12 8	3	1	3	1						96 65
9 Ponce 3 27 56 72 100 91 63 49 26 17 1 505  [Yauco 2 20 58 83 22 25 12 11 4 3 225 Sabana Grande 1 19 22 26 12 29 15 6 2 1 1 134  [District 3 39 80 84 44 54 27 17 6 4 1 359  [San German 4 18 19 34 25 13 2 1 3 119  [Lajas 5 5 16 16 16 8 4 6 60  Cabo Rojo 5 3 3 6 1 1 1 1 1 1 1 22  [District 9 28 38 53 33 23 3 8 4 1 1 1 221  [Mayaguez 6 27 36 41 44 24 17 5 2 1 203  Afiasco 8 25 10 11 13 2 9 3 81  [Maricao 6 11 15 6 4 7 1 5 1 1 556  District 6 25 67 52 56 64 27 31 8 2 2 340  [Aguadila 14 20 31 20 27 7 6 2 340  [Aguadila 14 20 31 20 27 7 6 2 340  [Aguadila 14 20 31 20 27 7 6 2 340  [Aguadila 14 20 31 20 27 7 6 6 2 340  [Aguadila 5 17 7 10 14 7 3 2 1 66  [District 4 24 46 51 36 45 15 10 7 1 66  [District 4 24 46 51 36 45 15 10 7 1 329  [San Sebastian 4 12 27 20 14 18 5 1 101  [Lass 3 4 11 11 14 7 7 7 3 1 1 30 49  [San Sebastian 4 12 27 20 14 18 5 1 101  [Lass 3 4 11 11 14 7 7 7 3 1 1 30 49  [San Sebastian 4 12 27 20 14 18 5 1 101  [Lass 3 4 11 11 14 7 7 7 3 1 1 30 49  [San Sebastian 4 12 27 20 14 18 5 1 101  [Lass 3 4 11 11 14 7 7 7 3 3 1 30 49  [San Sebastian 4 12 27 20 14 18 5 1 101  [Lass 3 4 11 11 14 7 7 7 3 3 1 30 49  [San Sebastian 4 12 27 20 14 18 5 1 101  [Lass 3 4 11 11 14 7 7 7 3 3 1 30 49  [San Sebastian 4 12 27 20 14 18 5 1 101  [Lass 3 4 11 11 14 7 7 7 3 3 1 30 49  [San Sebastian 4 12 27 20 14 18 5 5 1 101  [Lass 3 4 11 11 14 7 7 7 3 3 1 30 49  [San Sebastian 4 12 28 8 5 2 3 3 3 2 49  [San Sebastian 4 12 28 8 5 2 3 3 3 2 49  [San Sebastian 4 12 28 8 5 2 3 3 3 2 49  [San Sebastian 4 12 28 8 5 2 3 3 3 2 49  [San Sebastian 4 12 28 8 5 2 3 3 3 2 49  [San Sebastian 4 12 28 8 5 2 3 3 3 2 49  [San Sebas	8			6	7	3	1	4	2	1							<u></u>	
Yauco		District	2	22	55	40	24	24	8	5	4	1						185
Sabana Grande	9	Ponce	3	27	56	72	100	91	63	49	26	17	1				<u></u>	505
San German	10															1	l .	
Lajas		District	3	39	80	84	44	54	27	17	6	4	1					359
Mayaguez 6 27 36 41 44 24 17 5 2 1 203 Afiasco 8 25 10 11 13 2 9 3 1 81 Maricao 6 11 15 6 4 7 1 5 1 56  District 6 25 67 52 56 64 27 31 8 2 2 340  [Aguadila 14 20 31 20 27 7 6 6 2 127 Aguada 4 5 9 13 6 4 1 1 1 3 44 [Sabela 5 17 7 10 14 7 3 2 1 66  District 4 24 46 51 36 45 15 10 7 1 239  [San Sebastian 4 12 27 20 14 18 5 1 1 239  [San Sebastian 4 12 27 20 14 18 5 1 1 101  Las Marias 2 4 8 12 8 5 2 3 3 2 49	11	Lajas		- 5	16	16		4		6								60
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		District	9	28	38	53	33	23	3	8	4	1	1					201
District   6   25   67   52   56   64   27   31   8   2   2     340	12	Añasco		8	25	10	11	13	2	9	3						1	81
Aguadilla 14 20 31 20 27 7 6 2 127 Aguada 4 5 9 13 6 4 1 1 3 46 Isabela 5 17 7 10 14 7 3 2 1 66  District 4 24 46 51 36 45 15 10 7 1 239  (San Sebastian 4 12 27 20 14 18 5 1 101 Lares 3 4 11 11 14 7 7 3 3 1 61 Las Marias 2 4 8 12 8 5 2 3 3 2 49		1				<del></del>		64		31	8			I	-	-		340
District   4   24   46   51   36   45   15   10   7     1     239		(Aguadilla Aguada		14 5	20 9	31 13	20 6	27 4	7 1	6	2 3							127 46
San Sebastian . 4 12 27 20 14 18 5	13	(Isabela	<u> </u>												-	-		
Lares 3 4 11 11 14 7 7 7 3 1 61 Las Marius 2 4 8 12 8 5 2 3 3 2 49		•	=					===		10	=		1	-	-	=		
District 9 20 46 43 36 30 14 6 4 3 211	14	Lares	3	4	11	11	14	7	7		1 3			ļ				61
		District	9	20	46	43	36	30	14	6	4	3						211

 $\label{table 12.} \textbf{Table 12.-Ages of pupils in graded common schools, March 2, 1906} \textbf{--} Continued.}$  MALES-FIRST GRADE-Continued.

ct.		<u> </u>					Pup	oils at	ages	of—							1
School	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	{Utuado		11 7	30 21	15 11	15 9	14 6	6	4 1	1 1	4						100 60
	District	4	18	51	26	24	20	6	5	2	4						160
16	Arecibo	5 8	16 25		46 35	34 23	54 24		26 7	9	1 2	1					246 178
	District	13	41	73	81	57	78	28	33	16	3	1					424
17	Manati	6	2 6	16 15 2	20 15 2	17 8 1	19 8 8	11 3 2	11 6 3	4	i				  		100 68 22
	District	6	8	33	37	26	35	16	20	8	1						190
18	Toa Alta Vega Baja	<u>2</u>	21 42	22 27	27 22	15 18	14 14	2 10	5 2	2	1						108 138
	District	2	63	49	49	33	28	12	7	2	1						246
19	Bayamon	8	33	57	48	34	44	28	14								272
	Total	93	488	993	966	741	829	355	284	116	47	9					4, 921

#### MALES-SECOND GRADE.

1	San Juan Rio Piedras			5 3		46 10		46 5									264 36
	District			8	30	56	79	51	62	12	2			<u> </u>			300
2	Carolina Rio Grande			2	5 3	7 3	16 9	5 10	9	<sub>1</sub>							42 39
	District			2	8	10	25	15	20	1			<u> </u>				81
	(Fajardo		1	6	7	12	-	• 2	15 2		1		1				82 13
3	Culebra	}	1	4	3	12	12	7	3	3							45
	District		2	10	10	27	35	25	20	9	1		1		<u></u>	<u></u>	140
4	Humacao Yabucoa Patillas		1	8 1 1	14 9 2	15 4 3	5	2 5 1	8 4 7	1 1	i						61 30 20
	District		1	10	25	22	23	8	19	2	1						111
5	Caguas San Lorenzo Aguas Buenas		1 1		18 15 4	30 10 1	22 7 2	22 1 3	16 1	6	1						118 40 10
	District			7	37	41	31	26	17	6	1						168
6	GuayamaCayey			1 1	8 12	7 8	29 12	25 7	36 13	21 4	6 2	1					134 59
	District			2	20	15	41	32	49	25	8	1					193
7	Aibonito Comerio Barros					<sub>2</sub>	4 3 2	4 2 2	8 2 2	1 2	 1 1						24 8 11
	District				2	7	9	8	12	3	2						43
8	Coamo Juana Diaz Santa Isabel		  i	4 1	6 2	18 7 4	13 11 9	4 2 8	6 4 3	2 2 2 2	1 i						54 28 29
	District	<u></u>	1	5	8	29	33	14	13	6	2		<u></u>	<u></u>	<u></u>	<u></u>	111

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.

MALES—SECOND GRADE—Continued.

ct.	•						Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	18	14	15	16	17	18	Over 18	Total.
9	Ponce			4	9	35	62	76	71	50	26	9	1				343
10	Yauco Sabana Grande.			2	12	24 4	7 9	8 18	14 11	4 5	1 3	1					73 50
	District				12	28	16	26	25	9	4	1					123
11	San German Lajas Cabo Rojo			1 2 3	8 1 12	10 2 9	18 8 20	10 3 7	4 5 11	3 1 4	2 3	  2	 				56 22 71
	District			6	21	21	46	20	20	-8	• 5						149
12	Mayaguez Añasco Maricao			i	18 3 2	17 6 2	34 5 5	25 8 2	18 3	5 <u>2</u>	3	2 					122 23 18
	District	<u> </u>		1	23	25	44	35	21	7	5	2					163
13	Aguadilla Aguada Isabela		i	<sub>2</sub>	10 2	20 5 3	22 2 7	26 3 3	26 1 4	7 1 2	1 1	1		1			114 18 20
	District		1	3	12	28	31	32	. 31	10	2	1		1			152
14	San Sebastian Lares Las Marias			2 3	5 2 1	7 3 5	7 7	9 3 1	7 3 7	1 2 1	1 1 2		 				39 24 19
	District			5	8	15	14	13	17	4	4	2					82
15	Utuado			6 3	18 10	10 8	14	12 3	5 1	2	1						68 29
	District			9	28	18	18	15	6	2	1				<u></u>		97
16	Arecibo Camuy				1 8	- 7 - 8	30 15	11 11	26 5	12 4	6 1	2 2	····				95 54
	District				9	15	45	22	31	16	7	4		<u></u>	<u>:::</u>		149
17	Manati Ciales Morovis		i	1 1	3 3	12 1 	25 6 1	18 6 1		15 5 1	1						102 30 4
	District		1	2	6	13	32	<b>2</b> 5	29	21	5	2					136
18	Toa Alta Vega Baja		1	1 2	7 6		5 10		3	3	1		 				32 39
	District		1	3	13	19	15	11	5	3	1			<u></u>			71
19	Bayamon			2	7	16	20	12	14	5	5	1	1		<u></u>		83
	Total		9	81	288	440	619	466	482	199	82	25	3	1			2,695

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.  $\mbox{Males-third grade}.$ 

chool	Locality.						Pu	pils a	tages	of—							· -
Sch	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras					4 16		4 41					1				155
	District					4 16	2	7 44	34	31	$\epsilon$	3	1				166
2	Carolina Rio Grande					i §											38 29
	District			<u> </u>		l E	9	15	19	11	3	3	1				67
3	(Fajardo Naguabo Vieques Culebra			-		1 s	8	3	6								73 17 28
	District				. 4	9	27	23	35	14	5						118
4	Humacao Yabucoa P <b>a</b> tillas				6		6	4	13 6 7	6 1 3	1			==			51 23 18
	District			1	9	9	18	17	==== 26	10	$=$ ${2}$			=	=		92
5	Caguas San Lorenzo Aguas Buenas .		1	1 2			21 28 3	17 7	25 5 2	15 <sub>2</sub>	2	3 	••••	:::			96 61 8
	District		1	3	10	21	 52	24	32	17		3					165
6	GuayamaCayey				1 2	1 2	9 12	17 9	26 20	16 8	1 4						73 58
	District				3	3	21	26	46	24	5				-		131
7	Aibonito Comerio Barros				i	i	5 3	8 1 3	5 6	 4 8			. ایر ۲۰۰۰	• • •			8 19 22
	District				1	1	8	12	11	12	3		1 .		-		49
8	Coamo. Juana Diaz Santa Isabel				2 	2 1 2	11 6 3	12 9 3	18 17 5	5 10 4	1 1	٠ار	-			=======================================	54 43 19
	District				2	5	20	24	40	19	2	4 .					116
9	Ponce				1	8	14	25	36	22	11	2	2 .				121
10	Yauco Sabana Grande.					1	7 2	13 6	15 9	10 11	3 2				- 1		53 31
ĺ	U District					2	9	19	24	21	5	3 .		1.			84
11	San German Lajas Cabo Rojo					7 1 1	8 2 8	13 2 6	26 1 6	7 2 5	5			-			71 8 28
	District				2	9	18	21	33	.14	7	2	1.	- -	-		107
12	Mayaguez Añasco Maricao				3	7	16 8 1	17 13 4	24 12 3	18 4 3	3 2 1	3 1 1	2 .		-		89 45 15
	District				3	9	25	34	39	25	6	5	3.	- -	- -		149
13	Aguadilla Aguada Isabela				1 i .	1 1	9 4 5	8 5 6	16 3 8	15 3 1	3	$\frac{3}{1}$ .	1	.		=======================================	57 17 26
	District				2	2	18	19	27	19	5	6	2	- -	- -		100
14	San Sebastian Lares Las Marias		1			3	6	1 2 2	6 3 2 .	2	3 . 1						25 10
	District				1	3	6	5	11	3	7	4		1	- -		41

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.

MALES—THIRD GRADE—Continued.

ct.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	Utuado Adjuntas					6	13 6	14 3	16 9	3	2 5	1 2					f3 34
	District					10	19	17	25	6	7	3				• • • • •	87
16	Arecibo					<u>2</u>	6	9 7	15 7	17 2	12 1	5 1					64 26
	District					2	12	16	22	19	13	6					90
17	Manati Ciales Morovis					1	5 1	4 1 1	8 5 1	2 4 1	2 2	1 1	 i		 		22 15 4
	District					1	6	6	14	7	4	2	1				41
18	Toa Alta Vega Baja			2	5 2	11 4	12 9	12 6	9 10	1 4	1	···i					53 36
	District			2	7	15	21	18	19	5	1	1					89
19	Bayamon				5	6	12	16	14	11	3	1	2				70
	Total		1	6	55	136	342	381	507	290	97	52	14	2			1,883

#### MALES-FOURTH GRADE.

1	San Juan Rio Piedras				4	12 1	18 6		25 9	16 3	5 3		 	 116 26
	District		 		4	-13	24	40	34	19	8		 	 142
2	Carolina Rio Grande		 			2	1 2	4 5	5 5	4 6	1 2		 	 17 20
	District		 			2	3	9	10	10	3		 	 37
	(Fajardo Naguabo		 		1	7	7 2	7 5	14 2	2 1			 	 38 12
3	Vieques   Culebra	}	 				1	1	1		••••		 • • •	 3
	District		 		2	8	10	13	17	3			 	 53
4	Humacao Yabucoa Patillas		 	1 1	3	2 8	3 6	3 5	5 6	3	1 1 2		 	 15 33 2
	District		 	2	3	10	9	8	11	3	4		 	 50
5	Caguas San Lorenzo Aguas Buenas		 		1	3 7 1	8 5	15 5 2	17 2	6 3	2 <sub>2</sub>	1	  	 53 20 8
	District		 		2	11	13	22	19	9	4	1	 	 81
6	Guayama Cayey				1	4 1	3	14 4	8 5	1 3	2 1		 	 33 14
	District	<u></u>	 		1	5	3	18	13	4	3	••••	 	 47
7	Aibonito Comerio Barros					2	10 1 1	2 3 4	1 6 1	1 1 4	<u>1</u>	 3	 	 17 11 17
	District		 			2	12	9	- 8	6	5	. 3	 	 45
8	Coamo Juana Diaz Santa Isabel		 		1	4 1	8 2	6 5 4	4 4 4	6 3 3	3 1		 	 29 18 12
	District		 		1	5	10	15	12	12	4		 	 59

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906---Continued.} \\ \textbf{MALES-FOURTH GRADE--Continued.} \\ \end{tabular}$ 

ct.							Pur	oils at	ages	of—							
School   district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
9	Ponce					1	5	7	14	21	20	7	3				78
10	Yauco Sabana Grande.				1	3	3	10 1	12 3	5		1 4					37 20
10	District				1	3	3	11	15	12	7	5					57
11	(San German Lajas (Cabo Rojo					1 i	1 3	8	12 2 3	14 6 9	4	4 3		1			45 15 22
	District					2	4	11	17	29	10	7	1				82
12	(Mayaguez Añasco Maricao						7 2 1		21 10 1	18 9 2	7 12 1	3 4 1	1				65 45 7
	District						10	13	32	29	20	8	3	2			117
13	(Aguadilla Aguada (Isabela					1	 1 1	$\begin{array}{c} 4 \\ 1 \\ 2 \end{array}$	11 5 2	12 2 1	<sub>2</sub>	7 3 1		1	1 		51 12 11
٠.	District					1	2	7	18	15	16	11		2	2		74
14	San Sebastian Lares					i	3	2 2 1	4 5	3	1 1						10 12 1
	District					1	3	5	9	3	2						23
15	Utuado Adjuntas					1	3		7. 16	6	2	$\frac{4}{2}$		1			34 37
	District	<u></u>	<u></u>			1	5 	13	23	12	9	6		1	==		71
16	Arecibo Camuy					1	5 ——	4 2	10 10	15 9	14 5	5 5		 	1 		56 36
	District	<u></u>		<u></u>		1	7	6	20	24	19	10			_1		92
17	Manati	 				1 1 		9 2 1	13 4 	15 5 7			$\frac{1}{2}$			••••	63 14 8
	District					2	7	12	17	27	12	4	3	1			85
18						1 4	5 2	5 4	3 8	6 8	7						29 26
	District					5	7	9	11	14	7	1	1				55
19	Bayamon				1	1	2	5	6	8	9	1	2				35
	Total				4	31	111	183	316	318	197	91	22	7	3		1,283

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued. MALES-FIFTH GRADE.

ool et.							Puj	pils at	tages	of—			·				
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras						2		6 5	11 7	13 6	7 3					46 22
İ	District						3	7	11	18	19	10		<u></u>		<u> </u>	68
2	Carolina Rio Grande						1	1 3	5 5	6	4 3	3	1	2 			23 20
	District						1	4	10	12	7	6	1	2			43
3	Fajardo Naguabo Vieques Culebra						1	2 2	7 2 5	7 1 4	8 2 2	1 1		 ]			26 8 12
	District						1	4	14	12	12	2		_1			46
4	Humacao Yabucoa						2	1 4	3 7	6 5	6	i					10 25
	District	<u></u>		• • • • •			2	5	10	11	6	1					35
5	Caguas San Lorenzo Aguas Buenas						2	5 	7 11 1	10 6	9	i					32 24 2
	District						2	7	19	16	9	5					58
6	Guayama Cayey	 					1	1 4	13 9	12 11	6 7	7 5	<u>2</u>				40 38
	District						1	5	22	23	13	12	2				78
7	Aibonito Comerio Barros					1	1	3 1	3 2 1	1 3 7	2 5 5	3 <sub>5</sub>					10 14 24
l	District					1	1	4	6	11	12	8	3	2			48
8	Coamo Juana Diaz Santa Isabel						<sub>1</sub>	3	7 2 1	4 4 2	4 1 4	$\frac{2}{3}$	1 				21 10 10
	District						1	3	10	10	9	7	1				41
9	Ponce						1	2	6	14	7	9	3		1		43
10	Yauco Sabana Grande.	::::					1	2 1	8 4	10 3	12 1	$\frac{3}{2}$	1	<u> </u>			37 11
	District						1	3	12	13	13	5	1				48
11	San German Cabo Rojo			•••••		<u>i</u>		<sub>2</sub>	6	6 3	7 4	5 6					26 17
	District					1		2	7	9	11	11	2				43
12	Mayaguez Añasco						2	9	8 4	9. 3.	8	3 1	<sub>2</sub>		1		38 18
	District					· ···	2	9	12	12	14	4	2		1		56
13	Aguadilla Aguada Isabela								4 2 3	4 2 1	6 2 1	 1		1			20 7 6
	*	—							9	7	<del></del> 9	5	1	1			33
14	San Sebast' u Lares						==== ·····i	 i	4 2	4 3	${2}$	5 3	== 2 1	- 1			17 15
-	District						1	1	6	7	6	8	3				32
15	Utuado Adjuntas					1	3	1 1	4 3	7	4 8		i	1			17 21
	District					1	3	2	7	11	12		1	1			38

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} -- Continued. \\ \\ \textbf{MALES--FIFTH GRADE--Continued.} \\ \end{tabular}$ 

ct.							Pup	oils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
16	Arecibo							1	6 2		3 6	6 1	1 1	···i	<sub>i</sub>		26 17
	District							1	8	14	9	7	2	1	1		43
17	Manati Ciales Morovis								5 2	5 1 3	$\begin{array}{c} \\ 4 \\ 2 \\ 2 \end{array}$	7 <sub>5</sub>	1	1	 i		23 5 11
	District								7	9	8	12	1	1	1		39
18	Toa Alta Vega Baja						1	1	3 2	i	1 6	1					7 9
	District						1	1	5	1	7	1					16
19	Bayamon							3	7	8	5						23
	Total					3	22	63	188	218	188	113	23	9	4		831

#### MALES-SIXTH GRADE.

1	San Juan Rio Piedras		<b>-</b>		 		2	10 1	15 4		8 3	ļ			ļ	56 12
	District				 		3	11	19	24	11					68
2	Carolina Rio Grande				 		2	···· <u>·</u>	3	2 2	1 4	2 1				8 14
	District				 		2	2	6	4	5	3				22
3	(Fajardo	1			 		1	3 1	5 1	2 4	5 2		1			20 9 2
	Culebra	<u></u>			 		5	4	6	6		<u> </u>				31
	District	-			 						8	1		==		
4	Humacao	_			 		5	-	4	1	<u></u>		<u>:::</u>	<u></u>		15
5	Caguas San Lorenzo				 	<u></u>	$\begin{bmatrix} & 1 \\ & 2 \end{bmatrix}$	1		3 1	4	i				9
	Uistrict			<u></u>	 	<u></u>	3	1		4	4	1	<u></u>		••••	13
6	Guayama Cayey				 		1	1	3 1	1 7	6	3 1	3 2	 		11 18
	District	<u></u>			 <u></u>		1	1	4	8	6	4	5			29
7	Aibonito				 		1		4	3	2		3			13
8	Coamo Juana Diaz				 			5	4	7 1	5 2	1		 		22 6
	District				 <u></u>	<u></u>	<u></u>	6	5	8	7	2				28
9	Ponce				 		1	5	7	4	7	1	2			27
10	Yauco				 			1	3	2	5	1		1		13
11	San German Cabo Rojo				 			1	1 1	2 1	2 4	3				
	District				 			1	2	3	6	3	2			17
12	Mayaguez				<del></del>			2 1	3 3	7 5	4	1 3	1	1		19 13
	District				 			3	6	12	5	4	1	1		32

 ${\bf Table~12.-Ages~of~pupils~in~graded~common~schools,~March~2,~1906} {\bf --Continued.}$ MALES-SIXTH GRADE-Continued.

	1					Pu	pus a	t ages	-10							
Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total
Aguadilla Aguada Isabela									1 1	3	 2 1	<sub>3</sub>	 2	 		
District								2	2	3	3	3	2			1
San Sebastian . Lares								2	3	<u>2</u>	i	1 3	1	1		1
District								2	3	2	1	4	1	1		1
									1	2 1	4	1	3			1
District									1	3	5	2	3	1		18
								2	6	3	5 1		2 1	 		20
District								2	6	3	6	4	3			2.
(Manati Ciales Morovis									1 1	1 1	1 3	  4				
District									2	2	4	4		2		1
							<u>2</u>	1 3	<u>4</u>	<u>3</u>	1		 	 		15
District							2	4	4	3	1					14
Bayamon						1		1	1	1		1				
Total						1	23	51	. 85	96	86	38	23	6		409
10111			Ŋ	IALE	s—sı	_							20			*
	Aguadilla Aguada Isabela District  San Sebastian Lares District  Utuado Adjuntas District  Arecibo Camuy District  Manati Ciales Morovis District  Toa Alta Vega Baja District  Bayamon	Aguadilla Aguada Isabela District	Aguadilla Aguada Isabela District  San Sebastian Lares  District  Utuado Adjuntas  District  Arecibo Camuy  District  Manati Ciales Morovis  District  Toa Alta Vega Baja  District  Bayamon  Total	Aguadilla Aguada Isabela  District  San Sebastian Lares  District  Utuado Adjuntas  District  Arecibo Camuy  District  Manati Ciales Morovis  District  Toa Alta Vega Baja  District  Bayamon  Total	Aguadilla Aguada Isabela  District  San Sebastian Lares  District  Utuado Adjuntas  District  Arecibo Camuy  District  Manati Ciales Morovis  District  Toa Alta Vega Baja  District  Bayamon  Total  MALE	Aguadilla Aguada Isabela  Distriet  San Sebastian Lares  District  Utuado Adjuntas  District  Arecibo Camuy  District  Manati Ciales Morovis  District  Toa Alta Vega Baja  District  Bayamon  Total  MALES—Si	Aguadilla	Aguadilla	Aguadilla	Aguadilla	Aguadilla	Aguadilla	Aguadilla	Aguadilla	Aguadilla	Aguadilla

1	San Juan Rio Piedras		 	 			2 2		8	9 3	9	2 4			33 13
	District		 	 			4	3	11	12	10	6			46
2	Carolina Rio Grande		 	 				i	2	1 3	1 1	1			5 5
	District		 	 				1	2	4	2	1			10
	(Fajardo Naguabo Viegues		 	 				2	1	1 1	2	<sub>i</sub>			3 5
3	Vieques Culebra	}	 	 •••••					1		1				2
	District		 					2	2	2	3	1			10
4	Humacao Yabucoa	ļ	 	 	İ	2	4	4 3			····i				16 8
	District		 	 		4	4	7	8		1				24
5	Caguas San Lorenzo		 	 				3 2	3		1				8 2
	District		 ••••	 				5	3	1	1				10
6	Guayama		 	 			2	3	5	3	1	1			15
8	Juana Diaz		 	 				2	1	2		2			7
9	Ponce		 	 			1	4	5	1	1	1		1	14
10	Yauco		 	 				1	2		6				9
11	San German			 	<u> </u>				1	1	1	2	<u></u>		5

ct.							Pup	pils at	ages	of							
School   district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
12	Mayaguez								3	5	1		3	2	1		15
13	Aguadilla Isabela								2	1 3	4			i			57
	District			<u></u>					2	4	5			_1			12
14	Lares											1	2	1	1		5
<b>1</b> 5	Utuado Adjuntas									2	1	3 1	2 1	<sub>1</sub>			6
	District									2	1	4	3	1			11
17	Manati Ciales									2	1	1	1		${2}$		9
	District									2	2	1	1	2	2		10
18	Vega Baja								1	3	5	1		1			11
19	Bayamon						1		1	2	2	1	1				8
	Total	<del></del>					1	4	18	46	56	34	36	22		1	222

#### MALES-EIGHTH GRADE.

1	(San Juan Rio Piedras			 		1	4					1 3		25 11
	District	 	 	 	·	1	5	7	7	5	ti	4	1	36
2	Carolina	 	 	 				1			2			3
3	Fajardo	 	 	 				3						3
4	Humacao Yabucoa		 	 			1	1	2 2	1	i			6
	District	 	 	 • • • • •		2	1	2	4	2	1			12
5	Caguas	 	 	 						2	2			4
6	Guayama	 	 	 		1	2	5	6	6	3	4		27
8	Coamo	 	 	 						1				1
9	Ponce	 	 	 			2	6	9	7	8	4		36
12	Mayaguez Añasco	 	 	 			1	3	6	$\frac{2}{3}$	1	2		16 6
	District	 	 	 			1	4	7	5	3	2		22
13	Aguadilla Isabela						1		1	1 1			2	4 2
	District	 	 	 			1		1	2	•••		2	6
14	San Sebastian Lares	 		 				1			<u>i</u>	2		2 3
	District	 	 	 				1	1		1	2		5
18	Vega Baja	 	 	 						2				2
19	Bayamon	 	 	 			2	1						3
	Total	 	 	 		4	14	29	35	33	26	16	3	160

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} -- \textbf{Continued.} \\ \textbf{TOTAL MALES IN ALL GRADES.} \\ \end{tabular}$ 

G 5							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras	5 1	25 7	73 20	99 12	129 19	147 25	135 23	162 23	102 25	69 22	38 14	14 2	- 6 6	1 3	i	1,005 203
-	District	6	32	93	111	148	172	158	185	127	91	52	16	12	4	1	1,208
2	Carolina Rio Grande	1 2	9	22 27	19 17	17 17	30 33	23 25	33 32	21 23	14 16	7 14	5 2				206 217
	District	3	18	49	36	34	63	48	65	44	30	21	7	_5			423
3	(Fajardo Naguabo Vieques )Culebra	 }	14 1 5	34 8 9	42 11 5	38 10 23	70 26 <b>2</b> 5	58 13 13	63 17 14	50 5 11	21 8 4	7 4 2	1 2 2	1 1 1			400 106 114
	District	1	20	51	 58	71	121	84	94	66	33	13					620
4	Humacao Yabucoa Patillas	1 	9 2 2	20 3 7	28 14 11	21 11 10	29 27 14	25 21 7	39 24 16	27 16 4	9 13 1	3 4 2	1 2	 1			222 138 75
	District	2	13	30	53	42	80	53	79	47	23	9	3	1			435
5	Caguas San Lorenzo Aguas Buenas	6	7 12	21 28 8	54 29 14	52 27 4	65 51 13	57 22 5	69 24 5	53 10 2	25 1 3	14 3	4 1	2 			423 211 57
	District	6	19	57	97	83	129	84	98	65	29	17	5	2			691
6	Guayama Cayey	<u>1</u>	9 6	46 18	60 32	48 29	89 45	60 27	109 48	68 30	26 24	22 13	10	7 2	4		558 278
	District	1	15	64	92	77	134	87	157	98	50	35	13	9	4		836
7	Aibonito Comerio Barros	1 4 	6 6 17	10 17 14	20 13 16	19 8 11	$\begin{array}{c} 22 \\ 17 \\ 22 \end{array}$	30 11 13	19 16 17	9 13 18	6 9 11	<u>9</u>	···· ···· 7	$\frac{3}{2}$			151 114 157
	District	5	29	41	49	38	61	54	52	40	26	15	7	5			422
8	Coamo Juana Diaz Santa Isabel	 2 	8 8 7	33 19 8	31 16 3	37 15 7	40 26 17	30 16 13	43 32 14	22 24 12	20 6 9	10 10 4	3 1 				277 177 94
	District	2	23	60	50	59	83	59	89	58	35	24	4	2			548
9	Ponce	3	27	60	82	144	173	174	182	146	96	45	18	11	5	1	1, 167
10	Yauco Sabana Grande.	2 1	20 19	60 22	71 26	60 17	43 40	45 41	61 33	37 28	25 12	13 7					447 246
	U District	3	39	82	97	77	83	86	94	65 	37	20	8	_1	_1		693
11	San German Lajas Cabo Rojo	4 5 	18 5 5	20 18 6	44 17 15	43 11 12	40 14 37	33 5 19	50 14 22	34 9 23	21 4 13	14 3 13	4 4				330 105 169
	District	9	28	44	76	66	91	57	86	66	38	30	8	_5			604
12	Mayaguez Afiasco Maricao	6	6 8 11	27 26 15	54 16 8	65 17 8	101 30 14	83 28 7	93 36 12	64 22 7	34 26 4	22 8 3	8 11 1	5 3 	5 		567 231 96
	District	6	25	68	78	90	145	118	141	93	64	33	20	8	_5		894
13	Aguadila Aguada Isabela	4	14 6 5	20 11 18	42 15 8	42 12 13	59 11 27	45 10 18	63 12 24	42 11 12	28 3 9	16 6 6	3 3 2	3 2	1  1	2	379 107 145
	District	4	25 	49	65	67 	97		99	65	40	28	8	7	_2	2	631
14	San Sebastian Lares	4 3 2	12 4 4	29 14 8	25 13 14	24 18 13	34 15 5	17 15 6	21 18 12	7 13 4	9 11 5	10 5 2	3 6 	1 3	1 3	· · · · · · · · · · · · · · · · · · ·	197 141 75
	District	9	20	51	52	55	54	38	51	24	25	17	9	4	4		413

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.

TOTAL MALES IN ALL GRADES—Continued.

Ξ.		1					D										<u> </u>
School district.	Locality.	5	6	7	8	9	10	11	ages	13	14	15	16	17	18	Over 18	Total.
15	(Utuado	. 4	11				43 22								1		287 192
	District	4	18	60	54	54	65	53	66	36	37	18	7	6	1		479
16	Arecibo	5		34 39				45 28		68 27				2 2	1		507 315
	District	13	41	73	90	75	142	73	116	95	54	34	10	4	2		822
17	Manati	6	7	17 16 2	18	11	56 15 9	12	23		7	4	2	4	<u>2</u> <u>-</u> 3		322 137 56
	District	6	9	35	43	42	80	59	87	76	34	25	10	4	5		515
18	Toa Alta Vega Baja	2	22 42	25 29	39 30		37 35	27 26	23 29	9 23				i			231 273
	District	2	64	54	69	72	72	53	52	32	25	5	3	_1			504
19	Bayamon	8	33	59	61	57	80	64	57	43	26	4	7				499
	Total	93	498	1,080	1,313	1, 351	1,925	1, 475	1,850	1,286	793	445	168	90	33	4	12, 404
					FEM 2	ALES-	—FIR	ST G	RAD	E.				·'	·-····'		
1	San Juan Rio Piedras	5 1	39 10	60 15	74 14	56 8	54 10	26 5	17 3	1		<u>i</u>	1				333 67
	District	6	49	75	88	64	64	31	20	1		1	1				400
2	Carolina Rio Grande	4 2	7 15	13 20	20 18	10 13	10 13	6	2 7	1 5							74 99
	( District	6		33	38	23	23	10 	9	6				<u>:::</u>	<u> </u>		173
	Fajardo Naguabo	1		28 2	23 3	17 5	$\frac{34}{3}$	17 4	7 1	$\frac{3}{1}$	1			- 1			146 19
3	Vieques Culebra	}	6	9	8	1	7	1	1	•••••						••••	33
	District	1	21	39	34	23	44	22	9	4	1						198
4	Humacao Yabucoa Patillas		8 3 3	8 5 12	12 7 9	6 2 6	8 2 6	<u>5</u>	7 2 6	<sub>1</sub>					- 1		56 21 50
	District	3	14	25	28	14	16	9	15	2		1					127
5	Caguas San Lorenzo Aguas Buenas	 4	5 10	24 14 8	26 6 4	13 5 5	15 2 3	10 2 1									95 44 23
	District	4	15	46	36	23	20	13	5								162
6	Guayama Cayey	 3	14 13	29 17	46 24	34 13	45 12	15 4	14 16	5 3	1 1						203 106
	District	3	27	46	70	47	57	19	30	8	2						309
7	Aibonito Comerio Barros	3	3 11 4	8 9 14	15 16 16	8 8 9	9 10 10	6 1 4	5 5 1	1							54 64 59
	District	3	18	31	47	25	29	11	11	1	1						177
8	Coamo Juana Diaz Santa Isabel	4	8 13 2	24 13 8	14 15 6	8 10 1	5 8 3	5 8 6	6 1	3 2	1		• • • •	-	· ¦ ·		67 80 27
١	District	4	23	45	35	19	16	19	7	5							174
}																	

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} \end{tabular} \begin{tabular}{ll} \textbf{Continued.} \end{tabular}$ 

o1.							Pup	oils a	t ages	of							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
9	Ponce	5	17	52	69	69	72	51	55	33	12	2	1				438
10	Yauco Sabana Grande.	4	19 12		40 10			5 11									159 88
10	District	5	31	41	50	57	37	16	7	3							247
11	(San German Lajas	1 3	5 1	17 14 2	18 9 4	7	14 4 3	4 3 1		2 <sub>1</sub>	1						80 42 13
	District	4	6	33	31	18	21	8	10	3	1						135
12	(Mayaguez Afiaseo Maricao	 1 8	7 14 3		40 27 3	42 10 6	31 10 1		7	2							188 84 34
	District	9	24	37	70	58	42	30	30	4	1			1			306
13	Aguadilla Aguada Isabela	<u>2</u>	6 3 3	20 10 18	24 4 13	18 2 3	11 4 10		1	1	3 1						106 29 61
	District	2	12	48	41	23	25	23	16	2	4						196
14	San Sebastian Lares Las Marias	1 4	13 11 3	17 14 5	15 10 3	13 8 4	9 8 11	1 1 5		==== 3	2	  1			  1		73 54 40
	District	5	27	36	28	25	28	7	4	3	2	1			1		167
15	{Utuado Adjuntas	5 5	14 3	28 9	13 4	9	11 3	7 3	6 2	4	1						98 30
	District	10	17	37	17	10	14	10	8	4	1						128
16	Arecibo Camuy	6	$\frac{17}{22}$	31 31	39 31	37 14	46 17	29 10		5 3	7						251 145
	Uistrict	8	39	62	70	51	63	39	49	8	7						396
17	Manati Ciales Morovis	4	4 3	11 12 1	10 15 1	15 9 3	9 15 4	7 3 2		$egin{array}{c} 1 \ \cdots \ 2 \end{array}$	1 1 2						60 63 16
	District	4	7	24	26	27	28	12	4	3	4						139
18	Toa Alta Vega Baja	<sub>1</sub>	14 24	24 42	23 14	15 8	5 9	4	3	1	2		<sub>1</sub>				81 109
	District	1	38	66	37	23	14	4	3	1			1	<u></u>			190
19	Bayamon	9	26	47	55	28	30	15	9		2	_1		<u></u>			222
	Total	92	433	823	870	627	643	349	301	91	44	6	3	1	1		4,284

S. Doc. 17, 59-2----10

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued. Females—second grade.

ct.		1					Pur	ils at	ages	of—			<u> </u>				
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras		1	7	14 9	51 7	62 6	51 8	43	24	8 2	1					262 35
	District		1	8	23	58	68	59	45	24	10	1					297
2	Carolina Rio Grande			2	1 6	12 3	9 10	10 5	97	4	2 5						50 38
	District			2	7	15	19	15	16	8	5	1			• • •		88
3	(Fajardo Naguabo Vieques Culebra			5 2	10  5	9 6 · 8	13 2 15	12 5 6	14 5 3	7 4	4 1						77 19 43
	District		2	7	15	23	30	23	22	11	5	1					139
4	Humacao Yabucoa Patillas	1		8 2 2	12 8 1	11 6 2	21 9 8	7 5 3	5 6 6	1 3 3	1 1						65 41 26
	District	1		12	21	19	38	15	17	7	2						132
5	Caguas San Lorenzo Aguas Buenas		2 2	3 9 1	10 9 3	29 7 2	26 18 1	16 2 2	16 5 1	5 i							107 52 11
	District		4	13	22	38	45	20	22	6							170
6	Guayama Cayey		<sub>1</sub>		8 12	13 8	22 17	24 14	26 14	11 2	2 1	3					109 69
	District		1		20	21	39	38	40	13	3	3					178
7	Aibonito Comerio Barros				2 1	3 1 2	6 <sub>3</sub>	3	7	3							21 3 8
	District				3	6	9	3	7	4							32
8				3 	10 2 1	8 6 2	20 2 7	9 4 7	6 7 3	1	1 			  	 		56 23 21
	District			4	13	16	29	20	16	1	1						100
9	Ponce			11	18	35	38	57	51	45	26	9	${2}$				292
10	Yauco Sabana Grande.			1	23 3	18 6	 8 8	11 2	14 8	7					 		82 31
	District			1	26	24	16	13	22	11							113
11	(San German Lajas Cabo Rojo			3 1 3	7 2 8	7 5 9	13 7 14	6 4 6	11 3 9	1 1 4	i			:::			48 23 54
	District			7	17	21	34	16	23	6	1						125
12	Mayaguez Afiasco Maricao			2 1	9 6 1	10 7 1	29 3 1	14 5	21 3 3	8 1	4 1			 			95 27 8
	District			3	16	18	33	19	27	9	5						130
13	Aguadilla Aguada Isabela			3 1	9 1 1	10 5 3	16 3 7	18 4 5	14 5 3	10 11	2 <sub>1</sub>	 			= 		79 21 22
	District			4	11	18	26	27	22	11	3						122
14	San Sebastian    Lares    Las Marias		1	$\frac{}{}$	4 2 2	3 4 1	4 3 3	2 3 3	4 5 1	1 1 6	1 i	 :	<del></del>				22 18 19
14	District		1	$-\frac{2}{4}$	8	$-\frac{1}{8}$	$\frac{3}{10}$	8	10	8	$-\frac{1}{2}$	····			<u></u>		59
ļ	, District						10			°			<u></u>	=	<u>::</u>		=====

 $\label{thm:continued} \begin{tabular}{ll} \textbf{Table 12.--} Ages of pupils in graded common schools, March 2, 1906$—$Continued. \\ \begin{tabular}{ll} \textbf{FEMALES-SECOND GRADE-Continued.} \end{tabular}$ 

ct.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	Utuado Adjuntas			7 2	16 5	7 4	17 3	7 5	9 1	2	1						67 21
	District		1	9	21	11	20	12	10	2	1	1					88
16	Arecibo			2	==== 5 5	6	18 11					2					89 42
	District			2	10	14	29	26	24	14	10	2					131
17	(Manati Ciales Morovis			1	7 4	16 10 1	21 7	13 4	12 4 3	6 3 1	2 1 1	2					80 33 6
	District			1	11	27	28	17	19	10	4	2					119
18	Toa Alta Vega Baja			1	5 7	6 17	5 9	1 8	2 2	1 3							21 46
	District			1	12	23	14	9	4	4							67
19	Bayamon			3	10	15	19	5	9	4	2		1	==			68
	Total	1	10	92	284	410	544	402	· 406	198	80	20	3				2, 450

#### FEMALES-THIRD GRADE.

1	San Juan Rio Piedras		! 		3	13 6		31 4	45 8						1	 152 37
	District	ļ			3	19	38	35	53	18	16	6			1	 189
2	Carolina Rio Grande				i	2 2	2 3	5 7	6 15		3					 23 43
	District				1	4	5	12	21	14	5	4				 66
	(Fajardo Naguabo				3	13	13 5	16 2	23 2		3					 88 9
3	Vieques   Culebra	}			4	6	11	6	5	2	1	1				 36
	District				7	19	29	24	30	19	4	1				 133
4	Humacao Yabucoa Patillas				1 2	6 1 2	13 4 1	10 3 2	8 1 5	1	1	<sub>2</sub>				 44 14 18
	District				3	9	18	15	14	13	1	3				 76
5	Caguas San Lorenzo Aguas Buenas	i		1 1	1 2	10 14 1	24 19 1	17 13 1	22 10 4		1	1				 91 60 8
	District			2	3	25	44	31	36	16	1	1				 159
6	Guayama Cayey					2 2	7 4	20 14	15 13		4 6	1		:::		 63 44
	District			1		4	11	34	28	17	10	2				 107
7	Aibonito Comerio Barros				1	1 3 1	2 7	6 3 4	7 3 8	1 2 4	<sub>2</sub>		 1			 17 21 21
	District				1	5	9	13	18	7	5		1			 59
8	Coamo Juana Diaz Santa Isabel				5	5 3 4	12 4 3	6 11 7	9 5 2	6 7 5	2 4	2 3 1				 47 39 22
	District				5	12	19	24	16	18	6	6	2			 108

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.  ${\tt FEMALES-THIRD\ GRADE-Continued.}$ 

ocl.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
9	Ponce				1	3	15	19	36	19	10	5	3				111
10	Yauco Sabana Grande.					1 3	9	13 11	11 6	2 4	4	$\frac{1}{2}$		 			41 28
	District					4	11	24	17	6	4	3					69
11	(San German Lajas				1	1 7	12 1 5	17 3 1		13 1 2	7	4 <sub>1</sub>	1				76 11 18
	District				2	8	18	21	27	16	7	- 5					105
12	Mayaguez Añasco Maricao				2	10	16 9 5	12		26 3 2	6 1 1	3	$\frac{2}{1}$				117 30 14
	District				2	12	30	36	36	31	8	3	3				161
13	(Aguadilla Aguada					1	8 1	11 2 2	9 4 2	16 2 1		2 1					56 11 6
	District					1	9	15	15	19	11	3					73
14	(San Sebastian Lares					3 i	7 1 1	3	2	5 1 1	2 2 1	i					22 7 5
	District					4	9	4	4	7	5	1					34
15	(Utuado				2	4	11 7	8 3		 8 <b>3</b>	1 3	4	1				52 19
	District				2	5	18	11	15	11	4	4	1		•••		71
16	Arecibo Camuy				i	3 6	6 6		18 8	20 3		6 1	1				69 33
	District				1	9	12	17	26	23	6	7	1				102
17	(Manati Ciales Morovis						2 1	8	1	7 2	3 2 1						$\begin{array}{c} 25 \\ 6 \\ 2 \end{array}$
	District						3	9	4	9	6	1		1			33
18	Toa Alta Vega Baja			5	2 1	19 7	15 9	8	4 9	5 7	2						58 43
	District			5	3	26	24	16	13	12	. 2						101
19	Bayamon				1	4	17	18	16	16	9	1		1			83
	Total			8	35	173	339	378	425	291	120	56	12	2	1		1,840

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued. FEMALES—FOURTH GRADE.

ool let.							Pup	oils at	ages	of—							
Sebool district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras					5				23 6	21 5	4 3					123 28
	District					6	24	19	40	29	26	7					151
	(Carolina					1	3	3	4		2	1					17
2	Rio Grande   District					1	$\frac{1}{6}$				$\frac{1}{3}$						9 26
	(Fajardo	-			-	1	9	4	3	7	8	<u> </u>				===	36
3	Naguabo Vieques Culebra	}					2	2	4	1	1						8 5
		<u> </u>				1	11	7	8	8	9	5	_				49
	Humacao Yabucoa				1		11	7	14	1	<u>-</u>	i			=== 		33 36
4	Patillas											5					5
	District				1			13		9	2	===	-				74
5	Caguas San Lorenzo					$\frac{2}{3}$		4	. 3	11 1 2	4		1				44 16
•	Aguas Buenas					5							1	-			7
	District	-					11	17	12	14	6	1	2	=	===		67
6	Guayama Cayey								7 6	6		1		:::			23 17
	District						4	3	13	12	6	2					40
	(Aibonito Comerio					1	4	2	4	1 3							8 7
7	Barros								1	1	2	2					6
	District					1	4	====	5	5	2	2					21
8	Coamo Juana Diaz Santa Isabel					1	$\begin{array}{c} 2\\ 3\\ 1 \end{array}$		8 5	3 3 6	5 2	i	<u>2</u>		 		24 16 7
	District					1	6		13	12	7	1	2				47
9	Ponce						5	7	17	20	24		3				83
	Yauco					1	5	8	4	2	2						22
10	Sabana Grande.									2		<u>5</u>					7
	District	=				1	5 	8	$\frac{4}{7}$	$-\frac{4}{14}$	2 ==== 8	$\frac{5}{3}$	 1			===	29 41
11	Lajas						3		2 11	2 3	4	1	1	:::			10 27
11	Cabo Rojo District						3		20	19		4	$\frac{1}{3}$				78
1		=			=		=======================================	10		====	===== 4	==== 6	==	=	==		
12	Mayaguez					1	1	1	17 7 1	11 4	5	2 2	1	··i			51 21
12	Marieao						1			6							16
	District	==			===	1	3		25	21	12 ———	10	1	1	<u>::</u>	==	
13	(Aguadilla Aguada (Isabela							1 1	1	$\frac{9}{2}$	9 1			1  1	•••		24 1 4
	District							$\frac{1}{2}$	1	11	10		1	$-\frac{1}{2}$			29
	(San Sebastian	===					===				10			=	=	===	29
14	Lares				i		2	3	2 2	2 1	4 1	1	1		• • • •		16 4
	District			<b>-</b> -	1			4	4	3	6	1	<u>1</u>				22
- 1		اــــــا								====				==	=		

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} \end{tabular} \begin{tabular}{ll} \textbf{Continued.} \end{tabular}$ 

01 t.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	{Utuado Adjuntas						2	3 5	5 4	6 2	2 1	1	1	<sub>i</sub>			20 14
	District						2	8	9	8	3	2	1	1			34
16	Arecibo						2	4 9	20 4	20 3	15 1	9	3 1				73 21
	District					2	2	13	24	23	16	10	4			:	94
17	Manati Ciales Morovis		l				5 1	7 1 1	3 2 1	14 1 1	9 <sub>2</sub>			1			43 5 9
	District						6	9	6	16	11	- 8		1		<u> </u>	57
18	Toa Alta Vega Baja						 <sub>5</sub>	4 1	6	6 8	2 2	1 2		1	1		21 20
	District					1	5	5	7	14	4	3		1	1		41
19	Bayamon				2	1	==== 5	7	6	6		6		2			35
	Total				4	23	123	165	242	238	159	83	18	9	1		1,065

### FEMALES-FIFTH GRADE.

			1	r ichi a	Tres-	F 1 F	me	IKAD	15.							
1	San Juan   Rio Piedras					1 1	1 1		15 4	18 5	11 4	2 1				58 18
_	District		 			2	2	11	19	23	15	3	_1		!	76
2	Carolina Rio Grande		 				$\frac{2}{1}$		$\frac{1}{2}$	2 2	1 2					10 7
	District		 				3	4	3	4	3					17
	(Fajardo Naguabo Vieques					2	3	4 1 2	5 2 6	1	4					21 5 15
3	Culebra	}	 													
	District		 			4	5	7	13	6	5	1	<u></u>			41
4	Humacao Yabucoa Patillas.		 			i	1 6	2 6	2 4	7	2					5 26
•	District		 				7	8		7				_		31
	(Caguas San Lorenzo			i		1	3 3	3 7	7 2	3	2 3 3	1		== :.:		20 21 5
5	Aguas Buenas .  District		 	1		1	6	10	9		- 8	1				46
6	Guayama Cayey						1	7 6	11 3	5 18	7 3		 i			31 32
U	District		 				2	13	14	23	10		1			63
7	(Aibonito Comerio Barros		 			1		2 1 2	2 1 1	1 2	2 1 1	i		 		9 5 6
	District		 			1	2	5	4	3	4	1				20
8	Coamo Juana Diaz Santa Isabel		 				1 1	4		2 	1 1 2	2 <sub>1</sub>				8 4 6
	District		 				2	4	3	2	4	3				18
9	Ponce		 		<u> </u>		4	3	9	12	5	7	2	1	<u></u>	43

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued. FEMALES—FIFTH GRADE—Continued.

ct.							Puj	oils a	t ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
10	Yauco Sabana Grande .							2	3 2		12 2						36 5
	District							2	5	12	14	4	2	2			41
11	San German Cabo Rojo							<u>i</u>	1 4	2 2	3 2						10 10
	District							1	5	4	5	4	1	<u></u>			20
12	Mayaguez Añasco						1	1	6 3	4 9	7 8	5 1	1	3			24 27
	District						1	1	9	13	15	6	2	_4			51
13	(Aguadilla Aguada (Isabela								1 1 1	<u>1</u>		1 1					7 2 3
	District								3	3	4	2					12
14	(San Sebastian Lares							2 1	6 2	2 4		3					13 12
	District							3	8	6	2	6					25
15	{Utuado						<u>2</u>	3	9 2	1 2	7	2 	1	:::			23 13
	District						2	3	11	3	14	2	1				36
16	Arecibo Camuy								4	4 2	2 3	3	5 3	1	1		20 8
	District								4	6	5	3	8	1	1		28
17	Manati Ciales Morovis								i	3	5 2 2	3 1 1	1	 i			12 5 4
	District								1	4			1	1			21
18	Toa Alta Vega Baja									1 2	4 2	=== 	1	== :::			
•	District								2	3	6		1				12
19	Bayamon							4	4	5	=== <u>5</u>	1		=			19
	Total				1		12	47	117	139	169	89	32	12	2		620

### FEMALES-SIXTH GRADE.

1	(San Juan Rio Piedras		 	 	i	1	4	9	13 7	8	6	1 2			42 22
	District		 	 	1	1	5	14	20	11	9	3			61
2	(Carolina Rio Grande		 	 		1 1	2 1	1 5	4 3	2			1		!1 13
	District		 	 		2	3	6	7	2	2	<u></u>	2		24
	Fajardo Naguabo		 	 	1	3	2	5 1	2 2	4 3	1			••••	18 6
3	Vieques Culebra	}	 	 		1	1	1	••••	1	1	•••	•••	• • • • •	5
	District		 	 	1	4	3	7	4	8	2				29
4	fHumacao		 	 		1	2	2							5
*	District		 	 		1	2	2			<u></u>	<u></u>			5

 $\label{thm:continued} \begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} \end{tabular} \begin{tabular}{ll} \textbf{Continued.} \end{tabular}$ 

ct.		i					Pu	pils a	t ages	of—							
district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
5	Caguas San Lorenzo	 					i	i	3	4	4 7	2 2					1
	District						1	1	3	4	11	4	2				2
6	Guayama Cayey									1	3			1			
	District									1	3	6		2	1		1
7	Aibonito									5	3			1			
'	District									5	3			1			
8	CoamoJuana Diaz								1	1 1		3	i	<u>.</u>			1
	District								1	2	5	3	1	2			1
9	Ponce						2	3	5	9	11	13	3		1		4
10	Yauco									4	1	5	1				1
10	District									4	1	- 5	1				1
11	San German Cabo Rojo									$\frac{1}{2}$	2	4 2	3				1
	District									3	3	6	4	1			1
12	Mayaguez								1	2	2 1	2	1 2				
	District								1	2	3	2	3		1		1
13	[Isabela							1			2						
19	District							1			2						
14	San Sebastian								i		5	1 1	1 3	i			1
	District								1		5	2	4	1			1
15	Utuado Adjuntas								····· <sub>2</sub>	2	5 1	$\frac{3}{2}$		1	$\frac{1}{2}$		1
!	District								2	2	6	5	2	2	3		2
16	Arecibo Camuy								1	1	3 1	1	5	 i			1
	District								1	1	4	1	5	1			1
	(Manati Ciales								1	3	1						
17	Morovis														1		
	District				<u></u>	<u></u>			1	3	2				_1		
18	Toa Alta									1			1		•••		
	District									1			1	<u></u>			
19	Bayamon						1						1				
]	Total						6	13	28	66	90	68	40	13	9		33

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.

FEMALES—SEVENTH GRADE.

o 1.	!						Pup	oils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	18	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras								1	3	10 4	11 6	7 2		2		36 15
	Uistrict								1	6	14	17	9	2	2		51
2	Carolina Rio Grande									2	·····4	1 1		<sub>i</sub>			1 8
	District									2	4	2		1			9
3	Fajardo Naguabo Vieques Culebra	}								2 1	1 1 	4 1 1	1 1 1	1			9 8 3
	District									3	2	6	3	1			15
4	Humacao Yabucoa						<sub>i</sub>		5	3	5 2	 5	1		i		11 12
	District						1		5	3	7	5	1		1		23
5	Caguas San Lorenzo								1	2	1 1	1 3	1				6
	District								1	2	2	4	1				10
	(Guayama								3	2		1		1			7
6	District								3	2		1		1			7
	(Juena Diaz											2		2	1		5
8	District											2		2	1		5
9	Ponce								3	1	5	4	8	 5	2	1	29
	(Yauco											<u> </u>	7	1	3	1	13
10	Sabana Grande.										<u></u>						
	l District				<u></u>							1	7	1	3	1	13 
	(San German Lajas										2	2	4	3			11
11	Cabo Rojo	••••													•••		
i	District								<u></u>		2	2	4	3			11
	Mayaguez									1	2	3	3	2	3		14
12	Añasco Maricao																
	District									1	2	3	3	2	3		14
13	(Aguadilla Aguada (Isabela									1	1 i	2	5 			1	10
10										$-\frac{1}{2}$	$-\frac{1}{2}$	2	····				12
	District									===	2	===	=	==	=	=	
	San Sebastian Lares					• • • • • • • • • • • • • • • • • • •						····i	$\frac{1}{2}$	···i	···i		1 5
14	Las Marias										<u></u>	••••					<del></del>
	District		<u> </u>									1	3	1	1		6
15	(Utuado Adjuntas								····i	<u>2</u>	<u>2</u>	· 1	2 4	<u>.</u>	<u>2</u>		3 14
	District								1	2	2	2	6		2		17
	AreciboCamuy												• • • •		•••		
16	District				<u> </u>												
	District		<u> </u>		<u> </u>	<u> </u>				<u> </u>	<u> </u>		<u> </u>	==	<u>:::</u>	<del></del>	

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} -- \textbf{Continued.} \\ \textbf{FEMALES--SEVENTH GRADE---Continued.} \\ \end{tabular}$ 

1:1			-				Pur	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	18	14	15	16	17	18	Over 18	Total.
	(Manati Ciales Morovis											i			1		3 1
17	District							 				1	<u></u>	_2	1		4
18	Toa Alta Vega Baja									3	i	7					13
19	District Bayamon	==			=	===		1		3	=======================================	3	4	1			13
	Total						1	1	16	30	44	63	54	24	16	3	252

### FEMALES-EIGHTH GRADE.

		 	 					1		1		1	I		
	San Juan Rio Piedras	 						1	3 1	2 4	$\frac{3}{2}$	3	2 1	6	15 14
	District	 	 					1	4	6	5	3	3	7	29
2 -	Carolina	 	 							2			<u></u>		2
3	Fajardo	 	 					1	1	2	2	2	=	<u></u> :	10
4	Humacao Yabucoa	 	 						2 1	3 4	1			· · · · · · · ·	9 5 
	District	 	 						3	7	1	2 	_1		14
5	Caguas	 	 				2		2	3		$= \frac{2}{}$		<u></u>	10
6	Guayama	 	 					<u></u>		4	2	3 		<u></u> :	=====
8	Coamo	 	 		·					3	_				=====
9	Ponce	 	 <u></u>	<u></u>				4	3	4	_	_1 ==	2	<u></u> -	
12	Mayaguez	 	 					1	1	2 1	1 3	8 4	$\frac{2}{2}$		15 10
	District	 	 			ļ		1	1	3	4	12	4		25
13	(Aguadilla Isabela	 	 							<u>2</u>		1 1	<sub>2</sub>		1 7
	District	 	 					·		2	2	=	2		8
14	San Sebastian									i	1	<sub>2</sub>	3		7
	District	 	 							1	2	2	3		8
18	Vega Baja	 	 							1	1	_1	2		5
19	Bayamon	 	 							2	-	3	-		9
	Total	 	 				2	7	14	40	37	33	25	7	165

 ${\it Table~12.-Ages~of~pupils~in~graded~common~schools,~March~2,~1906--Continued.}$   ${\it Total~females~in~all~grades.}$ 

Locality	ct.01							Pup	ils at	ages	of—							
San Juan	Scho	Locality.	5	6	7	8	9	10	11	12	18	14	15	16	17	18		Total.
Carolina	1						$\frac{125}{22}$	166 31	126 21	153 22	89 23	85 28	42 22			5 1		1,021 236
Rio Grande		District	6	50	83	114	147	197	147	175	112	113	64	27	9	6	7	1,257
Fajardo	2	Carolina Rio Grande				21 25		24 29	27 20	27 32	16 27	13 18				1 1		
Nagnabo		District	6	22	35	46	43	58	47	59	43	31	15	2	1	_2	• • • • •	405
Humacao 8 16 25 23 53 53 31 48 12 8 4 2 2 1 228	3	Naguabo Vieques	····		2	3	11	10	13	13	5	6	5	1	•••			69
Yabucoa		District	1	23	46	56	66	119	85	79	66	32	28	8	3	2		614
Caguas	4	Yabucoa	1	3	7	18	11	25	20	23	19	13	14		_	1		155
Sant Lorenzo		District	4	14	37	53	44	93	60	83	42	22	24	2	2	2		482
Guayama 14 29 54 49 76 61 72 49 21 20 2 5 4 456 Cayey 3 14 18 36 23 35 35 55 18 26 8 2 1 274 District 3 28 47 90 72 111 96 127 67 47 28 2 7 5 730 April 1	5	San Lorenzo			24	18	29	45	25	. 29	8	13	8					215
Cayey		District	4	19	61	62	91	122	88	91	51	30	21	7	3			650
Aibonito	6		3											1				
Comerio		District	3	28	47	90	72	111	96	127	67	47	28	2	7	5.	<u></u>	730
Coamo	7	Comerio	1 1	11	9	18	12	17	4	13	8	3	1		١			100
8       Juana Diaz       4       13       13       17       19       17       24       23       14       15       10       5       4       1       179       18       20       6       14        3       1        88       88         District       4       23       49       53       48       70       70       57       41       22       19       8       4       1        469         Ponce       5       17       63       88       107       132       141       170       140       103       49       42       8       6       1       1,072         Yauco       4       19       32       63       58       42       39       36       29       19       11       10       3       3       1       364         Sabana Grande       1       12       10       13       33       27       24       19       11       2       7        159         District       5       31       42       76       86       69       63       55       40       21       18       10		District	3	18	31	51	37	52	31	46	26	14	6	2	1			318
9 Ponce 5 17 63 88 107 132 141 170 140 103 49 42 8 6 1 1,072 Yauco 4 19 32 63 53 42 39 36 29 19 11 10 3 3 1 364 Sabana Grande . 1 12 10 13 33 27 24 19 11 2 7 159 District . 5 31 42 76 86 69 63 55 40 21 18 10 3 3 1 523 San German 1 5 20 26 19 39 35 47 33 22 16 10 4 277 Lajas 3 1 15 11 12 12 10 11 4 5 1 1 1 86 Cabo Rojo 5 13 16 25 18 27 14 4 4 2 128 District . 4 6 40 50 47 76 63 85 51 31 21 13 4 491  Mayaguez 7 19 51 63 77 70 96 55 27 21 9 12 5 512 Afiasco 1 14 11 33 17 24 25 25 17 15 4 6 8 3 203 Maricao 8 3 10 4 9 8 5 7 10 5 2 1 72  District 9 24 40 88 89 109 100 128 82 47 27 16 20 8 787  Aguadilla 6 20 33 29 35 43 35 38 28 7 6 2 1 283 Aguada 2 3 13 5 7 8 8 8 11 3 2 2 2 64 Isabela 3 19 14 6 17 17 11 7 6 2 2 2 2 2 108  District 2 12 52 52 42 60 68 57 48 36 11 8 4 2 108  San Sebastian 1 14 19 19 19 19 20 9 16 8 4 4 2 135 Lares 11 14 13 12 14 8 12 8 15 8 7 4 4 130 Lares 11 14 13 12 14 8 12 8 15 8 7 4 4 130	8	Juana Diaz	4	13	13	17	19	17	24	23	14	15	10	5	4		<b>.</b>	179
Yauco		District	4	23	49	53	48	70	70	57	41	22	19	8	4	1		469
Sabana Grande	9	Ponce	5	17	63	88	107	132	141	170	140	103	49	42	8	6	1	1,072
San German   1   5   20   26   19   39   35   47   33   22   16   10   4	10	Yauco Sabana Grande.			10	13	33	27	24	19	11	2	7				1	159
Lajas		l District	5	31	42		86	69	63		====	_	18 	=	=	3	1	
Mayaguez 7 19 51 63 77 70 96 55 27 21 9 12 5 512 Añasco 1 14 11 33 17 24 25 25 17 15 4 6 8 3 203 Maricao 8 3 10 4 9 8 5 7 10 5 2 1 72 District. 9 24 40 88 89 109 100 128 82 47 27 16 20 8 787 Aguadila 6 2 3 3 13 5 7 8 8 11 3 2 2 64 Aguada 2 3 13 5 7 8 8 8 11 3 2 2 64 18abela 3 19 14 6 17 17 11 7 16 2 2 2 2 2 2 108 District. 2 12 52 52 42 60 68 57 48 36 11 8 4 2 1 455 San Sebastian 1 14 19 19 19 19 20 9 16 8 4 4 2 135 Lares 11 14 13 12 14 8 12 8 15 8 7 4 4 130 14 Kas Marias 4 3 7 5 6 15 9 3 11 3 1 1 68	11	Lajas			15	11	12	12	10	11	4	5	1	1				86
Afiasco		District	4	6	40	50	47	76	63	85	51	31	21	13	4			491
Aguadilla 6 20 33 29 35 43 35 38 28 7 6 2 1 283 Aguada 2 3 13 5 7 8 8 11 3 2 2 64 18abela 3 19 14 6 17 17 11 7 6 2 2 2 2 2 108 District 2 12 52 52 42 60 68 57 48 36 11 8 4 2 1 455 (San Sebastian 1 14 19 19 19 20 9 16 8 4 4 2 135 (Lars 11 14 13 12 14 8 12 8 15 8 7 4 4 130 14 14 13 12 14 8 12 8 15 8 7 4 4 130 68	12	Añasco	1	14	11	33	17	24	- 25	25	17	15	4	6	8	5 3 		203
13     Aguada		District	9	24	40	88	89	109	100	128	82	47	27	16	20	8		787
San Sebastian 1 14 19 19 19 20 9 16 8 4 4 2	13	Aguada		3	13	5	7	8	8	11	3	2	2		١			64
Lares		District	2	12	52	52	42	60	68	57	48	36	11	8	4	2	1	455
District 5 28 40 37 37 49 26 31 27 22 13 9 4 5 333	14	Lares		11	14	13	12	14	8	12	8	15	8	7				130
		District	5	28	40	37	37	49	26	31	27	22	13	9	4	5		333

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} \end{tabular} \begin{tabular}{ll} \textbf{Continued.} \end{tabular}$ 

ct.							Pup	ils at	ages	of—					-		
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	(Utuado Adjuntas	5 5	14 4	35 11	31 9	20 6	41 15	28 16			17 14		7 4	1 4	1 4		277 119
	District	10	18	46	40	26	56	44	56	32	31	16	11	5	5		396
16	Arecibo	2 6	17 22	31 <b>3</b> 3	44 37	46 30	72 34	62 33	100 28		41 7	21 2	14 4	1	1		513 251
	District	8	39	64	81	76	106	95	128	. 75	48	23	18	2	1		764
17	(Manati	4	4 3	12 12 12 1	17 19 1	31 19 4	37 24 4	8	9		21 7 8	10 2 5	1	4 	1 		228 114 38
	District	4	7	25	37	54	65	47	35	45	36	17	1	5	_2		380
18	Toa Alta Vega Baja	i	14 24	30 42	30 22	40 33	25 32	13 21	14 17		6 9	1 10	${2}$	1 1	1 2		191 240
	District	1	38	72	52	73	57	34	31	38	15	11	4	2	3		431
19	Bayamon	9	26	50	68	48	72	50	44	34	19	14	8	7	2		451
	Total	93	443	923	1, 194	1, 233	1,668	1,355	1,537	1,060	720	425	198	94	55	10	11,008

#### BOTH SEXES-FIRST GRADE.

San Juan   10   64   128   143   119   93   47   34   5   1     1															 	
Carolina	1												<u>.</u>		 	645 137
Rio Grande		District	12	81	160	165	136	114	60	42	6	3	2	1	 	782
Fajardo	2														 	144 189
Naguabo		District	9	40	80	65	42	49	19	14	9	6			 	333
Culebra		Naguabo	2	1	10	14	11	14	7	2	2	2			 	301 61
Humacao. 1 17 20 19 8 22 6 8 2 1  Yabucoa	3	Culebra	}	10	14	10	6	12	1	1	1				 	55
4       Yabucoa       4       5       18       18       10       13       8       8       1		District	2	39	80	78	56	94	39	17	10	2			 	417
Caguas 11 42 58 26 34 17 7 2 1	4	Yabucoa	1 4	4	6	8	4	8		4	2 1		1		 	104 34 85
San Lorenzo   10   20   35   14   9   9   4   3		District	5	26	44	45	22	43	14	20	3		1		 	223
Guayama	5	San Lorenzo		20	35	14	9	9	4	3		1				198 104 52
6   Cayey		District	10	31	93	86	42	53	24	12	2	1			 	354
7 (Aibonito 1 9 18 33 22 24 13 11 2	6		4									2 2	1 		 	428 197
7   Comerio 7   17   26   28   14   19   5   9   1		District	4	42	108	139	105	123	39	48	12	4	1		 	625
	7	Comerio		17	26	28	14	19	5	9	2 1	i			 	133 126 142
(Coamo 16 59 97 94 17 9 1 6 1		District	8	47	72	93	54	70	28	25	3	1			 	401
Juana Diaz   6 21 32 29 17 16 11 9 3 1	8		6							9	6 3	1 1			 	163 1 <b>4</b> 5 51
District 6 45 100 75 43 40 27 12 9 2		District	6	45	100	75	43	40	27	12	9	2	<u></u>		 <u></u>	359

 ${\bf TABLE~12.} {\bf -Ages~of~pupils~in~graded~common~schools,~March~2,~1906} {\bf -Continued.}$ BOTH SEXES-FIRST GRADE-Continued.

ct.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
9	Ponce	8	44	108	141	169	163	114	104	59	29	3	1				943
10	Yauco Sabana Grande.	6	39 31	89 32	98 36	65 36	45 46	17 26	15 9	$\frac{}{}$	3 1	i					384 222
10	District	8	70	121	134	101	91	43	24		4	1					606
11	San German Lajas Cabo Rojo	5 8	23 6 5	36 30 5	52 25 7	36 15	27 8 9	6 3 2	9 6 3	5 2	1 1	  1	 				199 102 35
	District	13	34	71	84	51	44	11	18	7	2	1					336
12	Mayaguez Añasco Maricao	 1 14	13 22 14	46 34 24	76 37 9	83 21 10	75 23 8	47 8 2	39 16 6	7 3 2	3	1 		1			391 165 90
	District	15	49	104	122	114	106	57	61	12	3	2		1			646
13	Aguadilla Aguada Isabela	6	20 8 8	40 19 35	55 17 20	38 8 13	38 8 24	20 3 15	\ 16 2 8	$\frac{3}{4}$	3 1	 i					233 75 127
	District	6	36	94	92	59	70	38	26	9	4	1					435
14	(San Sebastian Lares (Las Marias	5 3 6	25 15 7	44 25 13	35 21 <b>1</b> 5	27 22 12	27 15 16	6 8 7	4 3 3	 1 6	1 2 2	 i			 i		174 115 89
	District	14	47	82	71	61	58	21	10	7	5	1		<u></u>	1		378
15	(Utuado Adjuntas	9 5	25 10	58 30	28 15	24 10	2 <b>5</b> 9	13 3	10 3	5 1	1 4						198 90
	District	14	35	88	43	34	34	16	13	6	5					<u></u>	288
16	Arecibo	7 14	33 47	65 70	85 <b>6</b> 6	71 37	100 41	49 18	64 18	14 10	8 2						497 323
	Uistrict	21	80	135	151	108	141	67	82	24	10	1					820
17	(Manati Ciales Morovis	10	6 9	27 27 3	30 30 3	32 17 4	28 23 12	18 6 4	13 7 4	<u>6</u>	$egin{pmatrix} 1 \\ 2 \\ 2 \end{bmatrix}$						160 131 38
	District	10	15	57	63	53	63	28	24	11	5	<u></u>					329
18	Toa Alta Vega Baja	3	35 66	46 <b>69</b>	50 36	30 26	19 <b>2</b> 3	2 14	5 5	1	3		<sub>i</sub>				189 247
	District	3	101	115	86	56	42	16 	10	3	3		1	<u></u>			436
19	Bayamon	17	59	104	103	62	74	43	23	6	2					<u></u>	494
	Total	185	921	1,816	1,836	1,368	1,472	704	585	207	91	15	3	1	1	<u> </u>	9, 205

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} -- \textbf{Continued.} \\ \textbf{BOTH SEXES--SECOND GRADE.} \\ \end{tabular}$ 

0.5							Puj	ous a	t ages	01—							ł
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras		1	12 4	40 13					34 2							526 71
	District		1	16	53	114	147	110	107	36	12		<u> </u>	<u> </u>			597
2	Carolina Rio Grande			2 2	6 9	19 6		15 15		5			1		1		92 77
	District			4	15	25	44	30	36	9	- 5	1					169
	(Fajardo Naguabo Vieques		3		17	21 9		28 7	7	13	1	····		1			159 32
3	Culebra	}	1	6	8	20	27	13	6	7		••••		<u> </u>	• • • •	•••••	88
	District		4	17	25	50	65	48	42	20	6	_ 1	1				279
4	Humacao Yabucoa Patillas	1	i	16 3 3	26 17 3	26 10 <b>5</b>		9 10 4	13 10 13	2 3 4							126 71 46
	District	1	1	22	46	41	61	23	36	9	3						243
5	Caguas San Lorenzo Aguas Buenas		3	5 14 1	28 24 7	59 17 3	48 25 3	38 3 5	32 6 1	11	1						225 92 21
	District		<del></del> 6	20	59	79	76	46	39	12	1	<u> </u>		_			338
6	Guayama Cayey	===	i	1 1	16 24	20 16	51 29	49 21	$\frac{-62}{27}$	32	8	4	_	=			243 128
0	District		1		40	36	80	70	89	38	11	4					371
7	Aibonito Comerio Barros	=== 	- 1		4 1		· 10 3 5	4 2 5	15 2 2	4 1 2	 1 1				  		45 11 19
-	District				5	13	18	11	19	7		i	-	-			75
	(Coamo	<u> </u>		<del></del>	16	26	33	13	12			=	-	=	=		110
8	Juana Diaz Santa Isabel		1	2	1	13 6	13 16	6 15	11 6	$\frac{\tilde{3}}{2}$							51 50
	District		1	9	21	45	62	34	29	7	3				•••		211
9	Ponce			15	27	70	100	133	122	95	52	18	3				635
10	Yauco Sabana Grande.			3	35 3	42 10	15 17	19 20	28 19	11 9	1 3	1					155 81
	District			3	38	52	32	39	47	20	4	1					236
11	Lajas			4 3 6	15 3 20	17 7 18	31 15 34	16 7 13	15 8 20	4 2 8	2 4	 2					104 45 125
-	D			13	38	42	80	36	43	14	<del></del> 6						274
12	Mayaguez Añasco			3	27 9 3	27 13 3	63 8 6	39 13 2	39 3 6	13 1 2	7 				- 1		217 50 26
				4	39	43	77	54	48	16	10						293
13	Aguadilla Aguada		i	5 2	19 3 1	30 10 6	38 5 14	44 7 8	40 6 7	17 1 3	3 1 1	1		1			193 39 42
10			1		23	46	57	59	53	21		1					274
	(San Sebastian Lares		1	4 3	9	10	11 10	11 6	11 8	2 3	2 1						61 42
14	Las Marias		1	9	3 16	23	24	21	8 27	12	6	2			-	· · · · ·	141

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.

BOTH SEXES—SECOND GRADE—Continued.

ct.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	(Utuado Adjuntas			13 5	34 15	17 12	31 7	19 8	14 2	4	2	1					135 50
	District		1	18	49	29	38	27	16	4	2	1					185
16	Arecibo Camuy			···· <sub>2</sub>	6 13	13 16	48 26	29 19	45 10	23 7	16 1	4 2					184 96
	District			2	18	29	74	48	55	30	17	6					280
17	(Manati Ciales Morovis		i	2 1	10 7	28 11 1	46 13 1	31 10 1	34 10 4	21 8 2	6 2 1	4					182 63 10
ĺ	District		1	3	17	40	60	42	48	31	9	4					255
18	Toa Alta Vega Baja			2 2	12 13	14 28	10 19	8 12	4 5	1 6	1						53 85
	District		1	4	25	42	29	20	9	7	1						138
19	Bayamon			5	17	31	39	17	23	9	7	1	2				151
	Total	'n	19	173	572	850	1, 163	868	888	397	162	45	6	1			5, 145

#### BOTH SEXES-THIRD GRADE.

1	San Juan Rio Piedras				7	29 6	53 12	72 7	76 11	43 6	15 7	8 1	1			 305 50
	District				7	35	65	79	87	49	22	9	1		1	 355
2	Carolina Rio Grande				<sub>2</sub>	5 4	6 8	15 12	18 22	12 13	3 5	1 6				 61 72
	District				2	9	14	27	40	25	8	7	1			 133
	(Fajardo Naguabo Vieques				7	16	24 13	31 5	47 8	29	7					 161 26
3	Culebra	}	•••••		4	12	19	11	10	4	2	2	••••		•••	 64
	District				11	28	56	47	65	33	9	2				 251
4	(Humacao Yabucoa {Patillas			i	7 5	10 3 5	23 10 3	7	21 7 12	11 2 10	2 i	<sub>2</sub>				 95 37 36
	District			1	12	18	36	32	40	23	3	3				 168
5	Caguas San Lorenzo Aguas Buenas		1 	3 		18 26 2	45 47 4	34 20 1	47 15 6	29 1 8	3	4 				 187 121 16
	District		1	5	13	46	96	55	68	33	3	4				 324
6	Guayama Cayey			<sub>i</sub>	1 2	3	16 16	37 23	41 33	30 11	5 10	3 2				 136 102
	District			1	3	7	32	60	74	41	15	5		<u></u>		 238
7	(Aibonito Comerio Barros				2	1 4 1	12 3	14 4 7	7 8 14	1 6 12	4 4		<sub>2</sub>			 25 40 43
	District				2	6	17	25	29	19	8		2			 108
8	(Coamo Juana Diaz Santa Isabel				7	7 4 6	23 10 6	18 20 10	27 22 7	11 17 9	3 4 1	5 3 2	2			 101 82 41
	District	<u></u>			7	17	39	48	56	37	8	10	2		<u></u>	 224

 $\begin{tabular}{ll} \textbf{Table 12.--} Ages of pupils in graded common schools, March 2, 1906--- Continued. \\ \textbf{BOTH SEXES-THIRD GRADE--- Continued.} \\ \end{tabular}$ 

ct.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
9	Ponce				2	11	29	44	72	41	21	7	5				232
10	Yauco Sabana Grande.					2	16 4	26 17	26 15	12 15	7 2	4 2		1			<b>94</b> 59
10	District					6	20	43	41	27	9	6		1			153
11	(San German Lajas (Cabo Rojo				3 1	8 1 8	20 3 13	30 5 7	46 7 7	20 3 7	12 2	6	2				147 19 46
	District				4	17	36	42	60	30	14	7	2				212
12	Mayaguez Añasco Maricao				3 		32 17 6	40 25 5	53 17 5	44 7 5	9 3 2	6 1 1	3 2 1				206 75 29
	District				5	21	55	70	75	56	14	8	6	•••	•••		310
13	Aguadilla Aguada Isabela				1 1	2 1	17 5 5	19 7 8	25 7 10	31 5 2	12 1 3	5 2 2	 -1				113 28 32
	District				2	3	27	34	42	38	16	9	2				173
14	San Sebastian Lares Las Marias				i	6 1	13 1 1	4 2 3		7 2 1	5 5 2	4 1		i i			47 17 11
	District				1	7	15	9	15	10	12	5		1			75
15	Utuado Adjuntas				2	8 7	24 13	22 6	29 11	11 6	3 8	5 2	1				105 53
	District	<u></u>			2	15	37	28	40	17	11	7	1		···		158
16	Arecibo				i	8 ——	12 12	20 13		37 	16 3	$\frac{11}{2}$	1		:::		133 59
	[ District			<u></u>	1	11	24 	33		42	19	13	1	=			192
17	Manati Ciales Morovis	:				i	7 2 	12 1 2	11 6 1	6 1	5 4 1	1 	 1				47 21 6
	District					1	9	15	18	16	10	3	1	1			74
18	Toa Alta Vega Baja			7	7 3	30 11	27 18	20 14		6 11	$\frac{1}{2}$	i					111 79
	l District			7	10		45 ====	34		17	3			<u></u>			190
19	Bayamon	_			6		29	34	30	27	12	2	===	=	==		153
	Total		1	14	90	309	681	759	932	581	217	108	26	4	1	••••	3,723

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} -- \textbf{Continued.} \\ \textbf{BOTH SEXES-FOURTH GRADE.} \end{tabular}$ 

ct.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	18	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras					9 1	32 5	34 9	70 10	48 15	37 8	9 6					23 <b>9</b> 54
	District					10	37	43	80	63	45	15					293
2	Carolina Rio Grande					1	5 3	4	. 8	8	6 7	2 2					34 29
	District					1	8	8	15	14	13	4		<u></u>	<u></u>		63
3	Fajardo   Naguabo   Vieques   Culebra	}				$\frac{2}{1}$	16 1 2	11 4 2	10 9 2	21 3 1	10 2	 1					74 20 8
	District					3	19	17	21	25	12						102
4	Humacao Yabucoa Patillas				1 2		13 16	10 12	17 13	6 14	5	1 2 7					48 69 7
	District				3	5	29	22	30	20	5	_10					124
5	Caguas San Lorenzo Aguas Buenas					3 4	9 12 1	21 9	21 8 5	28 3 2	10	$\frac{3}{2}$	$\frac{2}{1}$				97 36 15
•	District					7	22	30	34	33	13	5	3	1			148
6	Guayama Cayey					1	6 3		21 10	==== 14 11	7 3	${3}$	<del></del>				56 31
	District					1	9	6	31	25	10	-5					87
7	Aibonito Comerio Barros					1	6	12 1 1 1	2 7 5	2 9 2	1 1 6	${1}$ $\cdots$ $\frac{1}{6}$	 <sub>3</sub>				25 18 23
	District					1	6	14	14	13	8	7					66
8	Coamo Juana Diaz Santa Isabel					2	6 4 1	13 2	14 10 4	7 7 10	11 5 3						53 34 19
	District					2	11	15	28	24	19	5					106
9	Ponce					1	10	14	31	41	44	14	<u></u>	=			161
10	Yauco Sabana Grande.				1	4	8	18	16 3	7 9	4 5	1 9	<del></del>				59 27
	District				1	4	8	19	19	16	9	10					86
11	(San German Lajas Cabo Rojo					1 1	1 	16 12	19 4 14	28 8 12	12 8 2	7 4	${1}$ $\frac{1}{2}$				86 25 49
	District					2	7	28	37	48	22	11	4	1	<u> </u>		160
12	Mayaguez Añasco Maricao					1	8 3 2	18 6 3	38 17 2	29 13 8	11 17 4	9 6 3	2 1 1	3			116 66 23
	District					1	13	27	 57	50	32	18	4	3			205
13	(Aguadilla Aguada (Isabela					1	1 1	5 1 3	12 5 2	21 2 3	23 1 22	9 3 1	1		1 		75 13 15
	District	-				1		9	19	26	26	13	1	4			103
	(San Sebastian Lares				1		3 2	3 5	4 7	<del></del> 5	2 5	i	  1	=			12 28
14	Las Marias						·····	1	19	$\frac{1}{c}$			····				5 
	District		<u></u>		1	1	5	9	13	6	8	1	1	<u></u>	<u>:::</u>		45 

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Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.

BOTH SEXES—FOURTH GRADE—Continued.

ct o	,						Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	Utuado Adjuntas					1	4 3	$\begin{array}{c} 9 \\ 12 \end{array}$	12 20	12 8	9 3	5 3	1 1	1			54 51
	District					1	7	21	32	20	12	- 8	2	2			105
16	Arecibo					1 2	4 5	8	30 14		29 6	14 6	7 1		1		129 57
	District					3	9	19	44	47	35	20	- 8		1		186
17	Manati Ciales Morovis					1 1	12 1	16 3 2	16 6 1	29 6 8	21 <sub>2</sub>		${2}$	2 			106 19 17
:	District					2	13	21	23	43	23	12	3	. 2			142
18	Toa Alta Vega Baja					1 5	5 7	9 5	9	12 16	9	2	1		1		50 46
	District					6	12	14	18	28	11	4	1	1	1		96
19	Bayamon				3	2	7	12	12	14	9	7	2	2		'	70
	Total				8	54	234	348	558	556	356	174	40	16	4		2,348

#### BOTH SEXES-FIFTH GRADE.

			130	лн	SEA	rs—r	1 F 1 H	GKA	DE.						
1	(San Juan) Rio Piedras		 		·	3 2	8	15 7	26 11		18	2 1	1	 	104 40
_	District		 			5	9	22	37	42	25	3	1	 	144
2	Carolina Rio Grande		 			1	3	9 5	7		4 5	1	2	 	33 27
	District		 			1	7	14	15	11	9	1	2	 	60
3	(Fajardo	i	 			3	$\begin{array}{c} 5 \\ 2 \\ 2 \end{array}$	11 3 7	12 3 10	1	5 2	1	1	 	47 13 27
	District		 			5	9	21	25	18	7	1	1	 	87
4	Humacao Yabucoa		 			3	2 10	5 13	8 9	13	3			 	15 51
	District		 			3	12	18	17	13	3			 	66
5	Caguas San Lorenzo Aguas Buenas		 	i		1 2	5 <sub>1</sub> 8	10 18 1	17 8	12 5 2	6 3 4	1		 	52 45 7
	District		 	1		3	13	29	25	19	13	1		 	104
6	Guayama Cayey		 			1	2 5	20 15	23 14	11 25	14 8	····ż	1	 	71 70
	District	<u></u>	 			1	7	35	37	36	22	2	1	 	141
7	Aibonito Comerio Barros		 		i	2	2 3 1	5 3 3	3 4 8	2 6 7	5 1 6	 1 3	2		19 19 30
	District		 		1	2	6	11	15	15	12	4	2	 	68
8	Coamo Juana Diaz Santa Isabel					i	4 1	11 2 1	4 4 5	4 3 4	3 4 4	3 <sub>1</sub>		 	29 14 16
	District		 			1	5	14	13	11	11	4		 	59

Table 12.—Ages of pupils in graded common schools, March 2, 1906.—Continued. BOTH SEXES, FIFTH GRADE—Continued.

ol ct.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
9	Ponce				<u></u>		1	6	9	23	19	14	10	_2	2		86
10	Yauco Sabana Grande .						1	4 1	11 6	21 4	24 3	7 2					73 16
	District						1	5	17	25	27	9	3	2			89
11	San German Cabo Rojo					1		3	7 5	8 5	10 6	- 8 - 7					36 27
	District		<u></u>			1		3	12	13	16	15 	3				63
12	Mayaguez Añasco					' i	3	9 1	14 7	13 12	15 14	8 2	1 3	3			62 45
	District						3	10	21	25	29	10	4	4	_1		107
13	Aguadilla Aguada Isabela						1		5 3 4	5 2 3	10 2 1	5 1 1	1	i 1			27 9 9
	District	<u></u>					1		12	10	13	7	1	1			45
14	San Sebastian Lares						····i	==== 2 2	10 4	6 7	2 6		2 1				30 27
11	District						1	4	14	13	8	14	3				57
15	(Utuado Adjuntas					1	5	4	13 5	8	11 15	2	1 1	 1			40 34
	District					1	5	5	18	14	26	2	2	1			74
16	Arecibo							1	10	13 7		9 1	6 4		1 1		46 25
	District							1	12	20	14	10	10	2	2		71
17	Manati Ciales Morovis								5 3	8 2 3	9 4 4	10 1 6		1 	  1		35 10 15
	District	<u> </u>							8	13	17	17		2	1		60
18	∫Toa Alta Vega Baja						1	1	5 2		5 8	1	1				15 13
•	District						1	1	7	4	13	1	1				28
19	Bayamon							7	11	13	10	1					42
	Total				1	3	34	110	305	357	357	202	55	21	6		1, 451

#### BOTH SEXES—SIXTH GRADE.

1	(San Juan Rio Piedras		 	 	i	3 1	$^{14}_{\ 2}$	24 9	34 10	16 6	6	1 2		 98 34
•	District		 	 	1	4	16	33	44	22	9	3		 132
2	Carolina Rio Grande		 	 		1 3	2 3	4 8	6 5	1 6	4 1		1	 19 27
	District		 	 		4	5	12	11	7	5		2	 46
	(Fajardo Naguabo	 ;	 	 	1	7	5 1	10 2	4 6	9	1	1		 38 15
3	Vieques   Culebra	}	 	 		1	1	1			2			 7
	District		 	 ·	1	9	7	13	10	_16	3	1	•••	 60
4	Humacao		 	 		6	7	6	1		<u></u>		<u></u>	 20

Table 12.—Ages of pupils in graded common schools, March 2, 1906—Continued.

BOTH SEXES, SIXTH GRADE—Continued.

ol	Locality.	Pupils at ages of—															
School district.		5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
5	Caguas San Lorenzo						1	1 8			8						17 22
	District						1	4	4	4	15	8	3				39
6	GuayamaCayey		:::::					1	1	3 2	4 7			3			18 24
	District						<u></u>	1	1	5	11	12	4	7	1		42
7	Aibonito							1		9	6	2		4			22
8	Coamo Juana Diaz								6	5 2		5 5	1 2				24 18
	District							<u></u>	7	7	13	10	3	1			42
9	Ponce						2	4	10	16	15	20	4		1		74
10	Yauco								1	7	3	10	2		1		24
11	San German Cabo Rojo								1		4 2	6 6	3 4	3			19 15
	District								1	5	6	12	7	3			34
12	Mayaguez Añasco								3	5 3	9	6	2 5	1	1 1		27 17
	District								4	8	15	7	7	1	2		44
13	Aguadilla Aguada Isabela							 1	2	1 i	5	<sub>2</sub>	3	2			1 7 10
	District							1					3				18
14	San Sebastian								3	 3	7	=== 1 2	=== 2 6	1 1	1		5 22
17	District								3		7		8				27
15	(Utuado) Adjuntas								2	3	7 2	 7 3	3 1	1 4			23 14
10	District.								2	3	9	10	· 4	5	4		37
16	Arecibo								3	7	6 1	6 1	7 2	== 2 2	==		31 6
	District								3	7	7	7	9				37
17	Manati Ciales Morovis								1	4	2 1 1	1 3	=== 4				8 5 8
									1	5	4	4	4				21
10	Toa AltaVega Baja								1 3	1 4	3	1		- 1			4 12
18	<b></b>		_					$ \frac{1}{2}$	4	5	3	1	1		_		16
19	Bayamon	=	_				====		-	1				=			
13	Total						7	36	79	151	186	154	78				742

 $\label{thm:continued} \begin{tabular}{ll} \textbf{Table 12.--} Ages of pupils in graaed common schools, March 2, 1906 -- Continued. \\ \begin{tabular}{ll} \textbf{BOTH SEXES--} SEVENTH GRADE. \\ \end{tabular}$ 

001 ct.							Pu	pils a	t ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras								3 2	6 3	18 7	20 9	16 3	4			69 28
	District								5	9	25	29	19	8	2		97
2	Carolina Rio Grande									3	2 4	2 4	1 1	1			6 13
	District									3	6	6	2	_2			19
3	Fajardo Naguabo Vieques Culebra	}								1	1 2 1	5 2 1	1 3 2	1 1			12 8 5
	District			\						5		<u></u> 8	6	$-\frac{1}{2}$	-		25
	Humacao Yabucoa						1	2 2			11 4	== <sub>5</sub>	== 1 1	=== ····	 i		27 27 20
4	District								9	10	15				1		47
5	Caguas San Lorenzo				,				1		4 1	=== 2 3					14
J	District	<u> </u>							1	7		<u>_</u>					20
6	Guayama	<u> </u>							5	5	==== 5	<u> </u>	1		<u> </u>		22
8	Juana Diaz	<u> </u>										<del></del> 4		4	=3 1		12
9	Ponce								4	<del></del> 5	10	<del></del> 5	9	==6	==	2	43
10	Yauco									1		1	=== 13	1	3	1	22
11	San German										3		<u>==</u> 5	 5			16
12	Mayaguez								3	6	3	3	6	4	4		29
	Aguadilla Isabela								2	2	5 2	2		 i		1	15 9
13	District										7	<u> </u>	 5		<u> —                                   </u>		
14	Lares				-				===	===		$-\frac{2}{2}$	= 4	$\frac{1}{2}$	==		10
14	(Utuado	=			-		===	===		<u> </u>	1	4	= 4	==	=		9
15	Adjuntas								1	4	2	2	5	3	2		19
	District								1	4	3	6	9	3	_2		28
17	Manati Ciales									2	1 1	1	1		3		12 2
	District									2	2	2	1	4	3		14
18	Vega B <b>aja</b>								3	6	6	- 8		1			24
19	Bayamon						1	1	1	5	3	4	5	1			21
	Total						2	5	34	76	100	97	89	46	20	4	473
			'	BO'	rh s	EXES	EIC	GHTE	i GR	ADE.	!		1		!	1	
	(San Juan								1	5	Q	8	7	7	3	1	40
1	Rio Piedras									1	8	5	7 3	$\frac{7}{2}$	4	7	25
	District					<u> </u>			1	6	11	13	10	9	7	8	65
2	Carolina										1	2		2			5
3	Fajardo									1	4	2		2	2		13

 $\begin{tabular}{ll} \textbf{Table 12.--} Ages of pupils in graded common schools, March 2, 1906--- Continued. \\ \textbf{BOTH SEXES-EIGHTH GRADE--- Continued.} \\ \end{tabular}$ 

001		Π		***			Pu	pils a	t ages	of—							
Schoo	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
4	Humacao Yabucoa								2	i	3 2	5 6	2 1				15 11
	District							١	2	1	5	11	3	3	1		26
5	Caguas								2		2	3	3	4			14
6	Guayama				<u> </u>				1	2	- 5	10	8	6	8		40
8	Coamo											3	1	==			4
9	Ponce									6	9	13		9	6		65
12	Mayaguez									2	4 1	8 2	3 6		4 2		31 16
	District									2	5	10	9	15	6		47
13	Aguadilla Isabela									····i		1 2	1 3		<u>2</u>	2	5 9
10	District									1		3	4	2	2	2	14
14	San Sebastian Lares										1	1	1	 3	== <sub>5</sub>		3 10
14	District										1				—– 5		13
18	Vega Baja											1	3	<u> </u>	= 2		7
19	Bayamon									2	1	2	2	=	=		12
	Total								6	21	44	75	69	<del>==</del>	41	10	325
	(San Juan	10	65	140	190	254	313	261	315	191	154	80	33	13	6	1	2,026
1	Rio Piedras   District	$-\frac{2}{12}$	17 82		$\frac{35}{225}$	$\frac{41}{295}$	56 369	305	360	239	$\frac{50}{204}$	$\frac{36}{116}$	10 43	$\frac{8}{21}$	10	$-\frac{7}{8}$	$\frac{439}{2,465}$
	(Carolina	5 4	16	37	40	42	54 62	==== 50	60	37		13	7	== 5	1		394
2	Rio Grande District	<del>-</del> 9	40	47 84	$-\frac{42}{82}$	35° 77!	116	$-\frac{45}{95}$	124	50 87	34 61	$\frac{23}{36}$	$-\frac{2}{9}$	$\frac{1}{6}$			828
	(Fajardo	$=$ $\frac{3}{2}$	31	67	78	78	142	113	116	97	<del></del>	26	===	4	=		805
	Naguabo Vieques		1	10	14	21	36	26	30	10	14	9	3	1			175
3	Culebra	}	11	20	22	38	62	30	27	25	7	6	5	1		••••	254
	District	2	43	97	114	137	240	169	173	132	65	41	13	6	2		1,234
	HumacaoYabucoa	1 1	17 5	36 10	53 32	44 22	92 52	56 41	82 47 33	39 35	$\frac{17}{26}$	7 18	$\frac{3}{2}$	$\frac{2}{1}$	1		450 293
4	Patillas	$-\frac{4}{6}$	$-\frac{5}{27}$	67	$\frac{21}{106}$	20 86	$\frac{29}{173}$	$\frac{16}{113}$	162	15 		33	5	3	2		917
1	(Caguas	_	14	49	91	106	137	116	121	92	40	24	10	4	=		804
5	San Lorenzo Aguas Buenas	10	24	52 17	47 21	56 12	96 18	47 9	53 15	18 6	14 5	8	1 1	;			426 111
	District	10	38	118	159	174	251	172	189	116	59	38	12	5			1,341
6	Guayama Cayey	4	23 20	75 36	114 68	97 52	165 80	121 62	181 103	117 48	47 50	42 21	12 3	12 4			$1,014 \\ 552$
	District	4	43	111	182	149	245	183	284	165	97	63	15	16	9		1,566
7	(Aibonito Comerio Barros	1 7	9 17 21	18 26 28	37 31 32	32 20 23	44 34 35	46 15 24	40 29 29	21 21 24	9 12 19	8 1 12	1 8	-1-	- 1		269 214 257
- 1	:											——j~					

100

75 113

98 66 40

9 6 ...

740

District...

 $\begin{tabular}{ll} \textbf{Table 12.--Ages of pupils in graded common schools, March 2, 1906} \end{tabular} \begin{tabular}{ll} \textbf{Continued.} \end{tabular}$ 

ool et.							Pu	pils a	t ages	of—							<u> </u>
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
8	CoamoJuana Diaz Santa Isabel	6			2 33	34	1 48	40	55	38	3 21	20		6	i		484 356 177
	District	6	46	109	103	107	158	129	146	99	57	43	12	6	_1		1,017
9	Ponce	8	4	123	170	251	305	315	352	280	199	94	60	19	11	2	2, 239
10	Yauco Sabana Grande.	$\frac{6}{2}$				118 50						24 14	18			1	811 4 <b>0</b> 5
	District	8	70	124	173	168	152	149	149	105	58	38	18	4	4	1	1,216
11	San German Lajas Cabo Rojo	5 8	2a 6	33	28	62 23 28	26	15	25	13	9	30 4 17	14 1 6				607 191 297
	District	13	34	84	126	118	167	120	171	117	69	51	21	9	-		1,095
12	Mayaguez Añasco	 1 14	13 22 14	37	49	128 34 17	54	53	61	. 38	41	43 12 5	17 17 2	17 11			1,079 434 168
	District	15	49	108	166	179	254	218	269	175	111	60	36	28	13		1,681
13	(Aguadilla Aguada (Isabela	6	20	24	20	71 19 19	19	88 18 35	23	. 14	5	23 8 8	9 3 4			3	662 171 253
	District	6	37	101	117	109	157	141	156	113	76	39	16	11	4	3	1,086
14	(San Sebastian Lares	5 3 6	26 15 7	28	26	43 30 19	29	23	30	21	26	14 13 3	5 13	1 7	1 7 1		332 271 143
	District	14	48	91	89	92	103	64	82	51	47	30	18	8	9		746
15	(Utuado	9 5	25 11		64	51 29		67 30		43 25		24 10	10 8	2 9	2 4		564 311
ļ	District	14	36	106	91	80	121	97	122	68	68	34	18	11	_6		875
16	Arecibo	7 14	33 47		91 80	88 63		107 61		129 41	80 22	45 12	21 7	3	2 1		1,020 566
!	District	21	80	137	171	151	248	168	244	170	102	57	28	6	3		1,586
17	Manati Ciales Morovis	10	6 10		40 37 3	61 30 5	. 39	77 20 9		78 23 . 20	45 14 11	26 6 10	4 2 5	-8 : 1	3 4		550 251 94
	District	10	16	60	80	96	145	106	122	121	70	42	11	9	7		895
18	Toa Alta Vega Baja	 3	36 66		69 52	75 70		40 47	37 46	23 47	16 24	4 12	3 4	1 2	1 2		422 513
	District	3	102	126	121	145	129	87	83	70	40	16	7	3	_3		935
19	Bayamon	17	59	109	129	105	152	114	101	77	45	18	15	7	_2		950
	Total	186	941	2,003	2, 507	2,584	3, 593	2, 830	3, 387	2,346	1,513	870	366	184	88	14	23, 412

Table 13.—Ages of pupils in rural common schools, March 2, 1906.

MALES—FIRST GRADE.

001							Pu	pils a	t age	s of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras	3	18 10								13			1			273 149
	District	4	28	71	74	68	68	35	29	16	17	7	6	1	3		422
2	Carolina Rio Grande	8	16 22	31 46	30 45												213 226
	District	10	38	77	75	85	65	28	45	8	7		1				439
3	(Fajardo		25 8 5	29 13 22	34 17 20	12	10	9	7	2			1				146 78 86
	Culebra District	7	38	64	71												
4	Humacao. Yabucoa. Patillas.	6 6 4	28 19 8	35 34 19	39 42 11		17 27	5 9	7	1	2		1	=			310 163 183
•	District	16	 55	88	92	13			1	3	3						
		<u></u>	==== 32	39		66	53		20			3					420
5	Caguas San Lorenzo Aguas Buenas		14 2	45 14	26 33 12	42 23 15	28 26 15	13 8 6	14 11 4	5 3 5	3 1 5	2 1					209 165 78
	Uistriet	4	48	98	71	80	69	27	29	13	9	3					452
6	Guayama Cayey	3	12 17	35 30	32 41	26 22	33 21	12 7	19 13	7	4	2					185 152
	U District	3	29	65	73	48	54	19	32	7	5	2					337
7	(Aibonito Comerio Barros	6 7	$\frac{4}{7}$ 27	13 18 42	15 28 46	13 22 33	16 17 34	5 21 31	10 12 25	2 4 6	2 1 5	3	!				80 136 261
	District	13	38	73	89	68	67	57	47	12	8	3	2				477
8	Coamo Juana Diaz Santa Isabel	<sub>2</sub>	7 8 5	30 26 10	53 62 31	39 57 9	46 46 11	27 32 9	25 30 4	11 6	4 7 1						245 276 82
	District	3	20	66	146	105	103	68	 59	17	12	4					603
9	Ponce	2	25	81	117	76	103	45	50	17	5	2					523
10	Yauco Sabana Grande.	1	10 5	52 30	55 41	51 31	53 28	29 19	30 6	12 7	2 2	- 1		- 1			296 169
100	District	1	15	82	96	82	81	48	36	19	4			1			465
11	(San German Lajas (Cabo Rojo	6 3	25 10 19	57 21 44	50 35 53	24 30 43	32 21 47	25 13 27	16 14 15	5 4 5	10 2 1	3		] -			251 156 256
	District	9	54	122	138	97	100	65	45	14	13						663
12	Mayaguez Añasco Maricao	6 8 2	25 24 5	59 25 9	68 32 15	57 36 13	52 30 21	31 21 7	34 8 14	17 11 7	3 1 2	4 1 5	1 3				359 198 104
	District	16	54	93	115	106	103	59	56	35		10	4	3			661
13	(Aguadilla Aguada Isabela	4 1 1	11 11 16	47 24 23	86 20 51	48 16 25	52 22 42	32 9 13	33 11 22	11 5 11	6 2 5	1 .	1	i .			331 124 213
	District	6	38	94	157	89	116	54	66	27	13	6	1	1.	-		668
1	(San Sebastian Lares Las Marias	11 3 6	18 18 23	34 36 23	55 45 26	55 29 34	56 48 25	43 20 22	44 31 32	33 9 8	21 12 7	8 7 2	$\frac{3}{2}$	1.			382 260 210
ļ	District	20	59	93	126	118	129	85	107	50	40	17	6	2.	-		852
,	l=	<del></del>  =					=== =							===	<u> </u>		

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 ${\tt Table~13.--Ages~of~pupils~in~rural~common~schools,~March~2,~1906--Continued.}$ 

### MALES-FIRST GRADE-Continued.

ol							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	(Utuado	2 2	19 12					22 16		9 <b>4</b>			1				243 158
	District	4	31	82	65	65	59	38	29	13	11	4					401
16	Arecibo Camuy	1 3					63 48	37 24		14 17	8 3						350 243
	District	4	31	80	94	109	111	61	55	31	11	5	1				593
17	(Manati Ciales Morovis	3		13 17 13	22	28 25 19	27 31 14	16 15 11	17	4 9 6		1					145 154 93
	District	6	16	43	67	72	72	42	40	19	11	2	1		1		392
18	Toa Alta Vega Baja	<sub>i</sub>	9 24				35 28	16 9		4 2	3		1				157 165
	District	1	33	67	54	45	63	25	23	6	3		2				322
19	Вауатоп	15	49	129	123	92	89	47	63	17	9	4	2				639
	Total	144	699	1,568	1,843	1, 516	1,536	833	857	332	191	78	29	8	5		9, 639
					MAI	ES—	SECO	ND (	RAD	E.		<u>'</u>			<u>'</u>		
1	San Juan Rio Piedras			$\frac{2}{2}$			5 15	4 9		5 4	4 2	1 1					41 67
	District			4	8	19	20	13	22	9	6	2	2	2	1		108
$_2$	Carolina Rio Grande		1	2	6 7	16 9	24 33	19 39	28 36	11 17	9	1	1				118 151
	District		1	2	13	25	57	58	64	28	18	1	2				269
3	Fajardo   Naguabo   Vieques   Culebra	lt l		1 2	4 2 1	7 4	9 8 3	14 10 4	11 15 5	3 8 2	1		 1 1	1			50 49 18
	District			3	7	11	20	28	31	13				-			117
4	Humacao Yabucoa Patillas				3 1 1	5 12 1	12 4 8	=== 4 8 1	4 5 2	3 5 1	1 3	=	<del></del>				34 39 14
	District					18	24	13	11	9	4	1		_	_		87
5	Caguas San Lorenzo Aguas Buenas			 i	3 2 4	3 3 2	10 9 2	10 3 5	5 7 4	4 2 4	5 i						40 26 24
	District			1	9	8	21	18	16	10	6		1		_		90
6	GuayamaCayey		1	1	7 6	15 7	${22}$ 14	18 13	16 19	6 1	3	1 1	3				93 64
j	District		1	1	13	22	36	31	35	7	6		3				157
7	Aibonito Comerio Barros			] 1 1	3 5	4 1 6	5 6 20	7 12 18	12 17 25	10 7 13	2 7 7	==  1	 i	==	<del></del> 		41 54 97
	District			3	8	11	31	37	54	30	16	1	1				192
8	Coamo Juana Diaz Santa Isabel		 1	===  1	5 5 4	22 11 4	25 17 8	30 18 8	40 27 8	16 13 1	8 6 2	3 1	2 1				151 99 37
-																	

Table 13.—Ages of pupils in rural common schools, March 2, 1906—Continued.

MALES—SECOND GRADE—Continued.

o;							Pup	ils at	ages	of						
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17 18	Over 18	Total.
9	Ponce			1	7	35	30	46	60	41	11	2	2	1 1		237
10	Yauco Sabana Grande.			1	3 3	6 8	27 2	24 9	20 9	16 8	13 2	9		31		123 42
	District			1	6	14	29	33	29	24	15	10	3	1		165
11	(San German Lajas			3	4 5 4	13 6 9	18 12 14	14 10 14	19 12 19	11 7 10	11 2 8		i	i		93 55 81
	District			3	13	28	44	38	50	28	21	2	1	1	·	229
12	(Mayaguez Añasco (Maricao		2	1 2	9 2 3	10 12 1	20 11 4	23 18	34 12 7	21 6 4	5 8 5	7 3 3		2		134 72 29
	District		2	3	14	23	35	41	53	31	18	13		2		235
13	(Aguadilla Aguada (Isabela			4 1	7 2 6		36 6 19	12		6	9 4 11	7 1 3	3			180 43 95
	District			5	15	32	61	71	57	35	24	11	6	1		318
14	(San Sebastian Lares			3 1 1	7 8 5	8 12 4	28 17 6	10	26 36 14	19 14 12	15 6 5	8 1	 4 	5 1		126 122 54

15	Utuado		1	2	15 2	$\frac{25}{11}$	32 17		35 17	11 13	9 6	2	3 1				76
10	District			2	17	36	49	36	52	24	15	-8	4	1	1		245
16	Arecibo Camuy				5 5	14 9	21 23	22 21	19 27	16 21	13 10	2 11	2 4	··i			114 132
	District				10	23	44	43	46	37	23	<b>1</b> 3	6	1			246
17	(Manati Ciales (Morovis			2 1	4 <sub>5</sub>	9 7 2	8 9 11	11 7 8	11 9 12	6 5 4	3 9 6	 1 2	2 2 1	1 1 1	1		58 50 53
	District			3	9	18	28	26	32	15	18	3	- 5	3	1		161
18	Toa Alta Vega Baja			2	6 6	8 9	14 18			7	3	4	2				69 65
	District			2	12	17	32	20	29	10	6	4	2			!	134
19	Bayamon	16		2	10	19	27	17	31	15	9	4	2				152
	Total	16	5	44	210	420	689	657	823	441	260	90	53	17	6		3,731
		•			MAL	ES—	rhir	D GI	RADE								

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District...

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San Juan				i	5 5	6	3	4 6	$\frac{7}{3}$	2 5	<b>2</b> 3					30 35
District				1	10	9	12	10	10	7	5	1				65
Carolina Rio Grande				2	3	2 6	9 11	12 21	6 14	5 3	4	1 3	1 2			42 64
District				2	3	8	20	33	20	8	5	4	3			106
Fajardo Naguabo					1	4	1 4	6 6	5 4	8			··i			31 26
Vieques Culebra	}				1	5	4	3	4							17
District				····	2	9	9	15	13	13	12		1			74
	Rio Piedras  District Carolina Rio Grande District Fajardo Naguabo Vieques Culebra	District  Carolina Rio Grande District  Fajardo Naguabo Vieques Culebra	District	Rio Piedras.  District.  Carolina. Rio Grande.  District.  Fajardo Naguabo Vieques Culebra	Carolina         2           Rio Grande         2           District         2           Fajardo         8           Naguabo         9           Vieques         1           Culebra         1	Rio Piedras       1       5         District       1       10         Carolina       2          Rio Grande       3       2         District       2       3         Fajardo       1         Naguabo       1         Vieques       1         Culebra       1	District       1       10       9         Carolina       2       2       2         Rio Grande       3       6       5       6         District       2       3       8         Fajardo       1       4         Naguabo       1       4         Vieques       1       5         Culebra       1       5	District     1     10     9     12       Carolina     2     2     9       Rio Grande     3     6     11       District     2     3     8     20       Fajardo     1     4     1       Naguabo     4     1     5     4       Culebra     1     5     4	District         1         10         9         12         10           Carolina         2         2         9         12           Rio Grande         3         6         11         21           District         2         3         8         20         33           Fajardo         1         4         1         6           Naguabo         4         6           Vieques         1         5         4         3           Culebra         3         4         3	District         1         10         9         12         10         10           Carolina         2         2         9         12         6           Rio Grande         3         6         11         21         14           District         2         3         8         20         33         20           Fajardo         1         4         1         6         5           Naguabo         4         6         4         4         4           Vieques         1         5         4         3         4           Culebra         1         5         4         3         4	District         1         10         9         12         10         10         7           Carolina         2         2         9         12         6         5           Rio Grande         3         6         11         21         14         3           District         2         3         8         20         33         20         8           Fajardo         1         4         1         6         5         8           Naguabo         4         6         4         5           Vieques         1         5         4         3         4           Culebra         1         5         4         3         4	Rio Piedras       1       5       3       9       6       3       5       3         District       1       1       10       9       12       10       10       7       5         Carolina       2       2       2       9       12       6       5       4         Rio Grande       3       6       11       21       14       3       1         District       2       3       8       20       33       20       8       6         Fajardo       1       4       1       6       5       8       6         Naguabo       4       6       4       5       6         Vieques       Culebra       1       5       4       3       4	District         1         10         9         12         10         10         7         5         1           Carolina         2         2         9         12         6         5         4         1           Rio Grande         3         6         11         21         14         3         1         3           District         2         3         8         20         33         20         8         5         4           Fajardo         1         4         1         6         5         8         6            Naguabo         4         4         5         6             Vieques         1         5         4         3         4	Rio Piedras       1       5       3       9       6       3       5       3          District       1       10       9       12       10       10       7       5       1          Carolina       2       2       2       9       12       6       5       4       1       1       1       1       1       1       1       3       2       2       1       3       1       3       2       2       3       8       20       33       20       8       5       4       3       3         Fajardo       1       4       1       6       5       8       6        1       1       8       6        1       1       4       4       4       5       6        1       1       1       5       4       3       4         1       1       5       4       3       4           1                  <	Rio Piedras       1       5       3       9       6       3       5       3           District       1       1       10       9       12       10       10       7       5       1           Carolina       2       2       2       9       12       6       5       4       1       1	Rio Piedras       1       5       3       9       6       3       5       3

Table 13.—Ages of pupils in rural common schools, March 2, 1906—Continued.

MALES—THIRD GRADE—Continued.

0 o l		Ī					Pup	oils at	ages	of							
School   district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
4	(Humacao Yabucoa Patillas				1	2	3 3 1		3 5 3	5	1 2 1	<sub>1</sub>	1		١		21 18 9
	District				1	2	7	7	11	7	4	5	1	3			48
5	Caguas San Lorenzo Aguas Buenas							2	4 1 2	<sub>3</sub>	6 1						13 2 7
	District							3	7	5	7			ŧ			22
6	GuayamaCayey					1	1 3	5 3	4	4	2	1 3	<u></u>				14 21
	U District	<u></u>				2	4		10	4	3	4		···			35
7	Aibonito Comerio Barros				4	·····i	<sub>5</sub>	$\begin{bmatrix} 2 \\ \cdots \\ 2 \end{bmatrix}$	1 10	2 3 9	2 1 9	 8					8 4 51
	District				4	1	6	4	11	14	12	8	3				63
8	(Coamo Juana Diaz Santa Isabel				·····i	1 	4 4 2	12 7 3	20 12 2	21 20 5	19 11 1	9 9 <b>1</b>	5 1		' ,		90 65 15
	District				1	1	10	22	34	46	31	19	6				170
9	Ponce				1	3	7	10	36	30	21	11	2	2	1		124
10	Yauco Sabana Grande.					2	4	1	16 3	13	10	3					49 5
	District					2	4	2	19	14	10	3	••••				54
11	San German Lajas				i	1 i	3 4 3	10 7 8	$\frac{12}{2}$ 14	12 11 13	13 6 9	9 1 4	 <sub>i</sub>				61 3 <b>1</b> 55
	District				1	2	10	25	28	36	28	14	1	2			147
12	Mayaguez Añasco Maricao				1	6 1	3 3 2	10 5 2	20 4 1	18 10 2	9 3	8 1 2	2 1				78 27 10
	District				1	7	8	17	25	30	12	11	3	1			115
13	Aguadilla Aguada Isabela				1		10	12 3 4	20 10 10	25 5 9	18 6 9	15 3 6	<sub>5</sub>	$\begin{array}{c} 4 \\ 1 \\ 2 \end{array}$			115 28 48
	District				1	2	10	19	40	39	33	24	13	7	3		191
14	San Sebastian Lares				2	1 1 1	4 1 3	5 4 4	8 7 8	9 6 10	11 12 6	11 6 6	3 1				55 39 40
	District					3	8	13	23	<b>2</b> 5	29	23	4	$\frac{}{2}$			134
15	Utuado Adjuntas				4 3	7 1	7 5	17 7	29 9	24 13	12 10	5 2	2 2	3	== :.:		110 52
	District				7	8	12	24	38	37	2 <b>2</b>	7	4	3			162
16	Arecibo Camuy			<u>i</u>	2 1	2 1	10 2	6 10	19 12	11 12	2 10	6	1 2	_1			60 65
	District			1	3	3	12	16	31	23	12	19	3	2	<u>::</u>		125
17						 i	2 2 4	5 2 5	$10 \\ 5 \\ 12$	5 2 10	8 6 5	 4 9	4 4	1	 2 		31 28 52
	District	<u></u>				1	8	12	27	17	19	13	8	4	2		111

 $\label{thm:common_schools} \textbf{Table 13.-Ages of pupils in rural common schools, March 2, 1906} \\ -- \textbf{Continued.}$  MALES-THIRD GRADE-Continued.

ool iet.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
18	Toa Alta Vega Baja					1 4	4 5	8 12	11 24	9 13	4 14	5 4	<sub>2</sub>				42 78
	District					5	9	20	35	22	18	9					120
19	Bayamon				3	1	5	4	14	16	17	7	1				68
	Total			1	28	58	146	247	447	408	306	199	56	30	8		1,934

### TOTAL MALES IN ALL GRADES.

				101	ALL	TALL	S IN	ALL	UNZ	IDES	•						
1	San Juan Rio Piedras	3	18 10	57 18	48 35	50 47	48 44	28 32	28 33		19 11	9 5		1 2			344 251
	District	4	28	75	83	97	92	60	61	35	30	14	9	3	4		595
2	Carolina Rio Grande		17 22	33 46		60 53	55 75	47 59	71 71	23 33	19 14	5 1					373 441
	District	10	39	79	90	113	130	106	142	56	33	6	7	3			814
3	(Fajardo Naguabo Vieques	į	25 8 5	30 13 24	38 19 21	29 16 13	28 18 19	19 23 11	26 28 18	9 14 9	9			1			227 153 121
	Culebra			67	78	58	 65	53	72			10		_			
	District	7	38							32		12 —		<u>'</u> ==	_		501
4	Humacao Yabucoa Patillas	6 6 4	28 19 8	37 34 19	43 43 12	29 43 14	32 34 18	13 20 1	14 22 6	5 11 5	4 7 4	4 1 4					218 240 97
	District	16	55	90	98	86	84	34	42	21	15	9	2	3			555
5	Caguas San Lorenzo Aguas Buenas		$\begin{array}{c} 32 \\ 14 \\ 2 \end{array}$	39 45 15	29 35 16	45 26 17	38 35 17	24 11 13	23 19 10	11 5 12	14 2 6	2 1					262 193 109
	District	4	48	99	80	88	90	48	52	28	22	3	2				564
6	Guayama	3	13 17	36 3 <b>0</b>	39 47	42 30	56 38	35 23	39 38	13 5	9 5		3				292 237
	District	3	30	66	86	72	94	58	77	18	14	8	3				529
7	Aibonito Comerio Barros	 6 7	4 7 27	14 19 43	15 31 55	17 23 40	22 23 59	14 33 51	23 29 60	14 14 28		12					129 194 409
	District	13	38	76	101	80	104	98	112	56	36	12	6				732
8	Coamo Juana Diaz Santa Isabel	$\frac{1}{\cdots}$	7 8 6	30 26 11	58 67 36	61 69 13	75 67 21	69 57 20	85 69 14	48 39 6	31 24 4	14 12 1	2				486 440 134
	District	3	21	67	161	143	163	146	168	93	59	27	9				1,060
9	Ponce	2	25	82	125	114	140	101	146	88	37	15	4	3	=		884
10	Yauco Sabana Grande.	1	10 5	53 30	58 44	59 39	84 30	54 29	66 18	41 16	25 4	12 1	3 				468 216
	District	1	15	83	102	98	114	83	84	57	29	13	3				684
11	San German Lajas Cabo Rojo	6 3	25 10 19	60 21 44	54 40 58	38 36 53	53 37 64	49 30 49	47 28 48	28 22 28	34 10 18	10 4 8	 1 1	1			405 242 392
	District	9	54	125	152	127	154	128	123	78	62	22					1,039
12	Mayaguez Añasco Maricao	6 8 2	27 24 5	60 25 11	78 34 18	73 48 15	75 44 27	64 44 9	88 24 22	56 27 13	17 12 7	19 5 10	2 2 3	5	1		571 297 143
	District	16	56	96	130	136	146	117	134	96	36	34	<del>-</del> 7	$-\frac{1}{6}$	1		1,011
1	,																=====

 $\begin{tabular}{llll} \textbf{TABLE 13.--Ages of pupils in rural common schools, March 2, 1906---Continued.} \\ & \textbf{TOTAL MALES IN ALL GRADES---Continued.} \\ \end{tabular}$ 

					ALIE				ages								
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
13	(Aguadilla Aguada (Isabela	4 1 1	11 11 16	51 24 24	94 22 57	69 20 34	98 28 61	86 24 34		55 16 30	33 12 25	23 6 12	.11 9	4 2 2			626 195 356
	District	6	38	99	173	123	187	144	163	101	70	41	20	8	4		1,177
14	(San Sebastian Lares	11 3 6	18 18 23	37 37 24	64 53 31	64 42 39	88 66 34	64 34 32	74	61 29 30	47 30 18	19 21 9	10 7 1	5	2		563 421 304
	District	20	59	98	148	145	188	130	206	120	95	49	18	9	3		1,288
15	(Utuado	2 2	19 12	58 26	38	71 38	69 51	68 30	32	44 30	28 20	15 4	5 3				522 286
	District	4	31	 	89	109	120	98		74	48		=	-	=		808
16	Arecibo	3	18 13	50 31	45	80 55	94 73	65 55	58	41 50	23 23	12 25	3 7	2			524 440
	U District	4	31 ====	 	107	135	167	120		91	<u>46</u>	37		==			964
17	Manati Ciales Morovis	3	7 6 3	15 17 14	35 22 19	37 32 22	37 42 29	32 24 24	34 31 34	15 16 20	14 21 13	6 12	2 7 5	2	1 3 		234 232 198
	District	6	16	46	76	91	108	80	99	51	48	18	14	7	4		664
18	Toa Alta Vega Baja	<sub>1</sub>	9 24	27 42	32 34	36 31	53 51	32 33	37 50	20 18	10 17	9 4	$\frac{3}{3}$		 		268 308
	l. District	1	33	69 	66	67	104	65	87	38	27 	13	6	==			576
19	Bayamon	31	49	131	136	112	121	68	108	48	35	15 	5				859
	Total	160	704	1,613	2,081	1,994	2,371	1,737	2, 127	1,181	757	367	138	55	19	• • • • •	15, 304
				2	FEM A	LES	FIR	ST G	RAD	E.							
1	(San Juan Rio Piedras	2 2	14 10	42 12		35 9	33 20	1 <b>7</b>	21 10	10 5	4 5	6					234 97
1	District	4	24	54	66	44	53	23	31	15	9	8					331
2	(Carolina Rio Grande	2 5	19 16	32 20	33 22	22 28	23 29	11 8	9 9	2 4	1 1	1 2		=			155 145
	District	7	35	52	55	50	52	19	18	6	2	3	1				300
3	(Fajardo Naguabo Vieques	} 2	23 6 4	31 15 25	33 9 10	14 9 7	28 7 13	9 5 3		4 1 2	5 3	i					166 58 74
	Culebra	<u>,                                     </u>												_			
	District	4	===	71	52	30	48	17	25 ———	<sup>7</sup>	8	$\frac{2}{2}$	=	<u> </u>	<u>:::</u>	===	298
4	(Humacao Yabucoa Patillas			35 26 7		12 17 2	11 19 7	10 7 3	12		1						138 131 34
	District	15	52	68	56	31	37	20	20		1	3		<u></u>	<u></u>		303
5	Caguas San Lorenzo Aguas Buenas	1 4 1	18 11 1	25 17 6	23	13 11 8	11	6 7 1	8					1			117 92 33
	District	6	30	48	57	32	33	14	15	3	4						242
6	Guayama Cayey	2 1	3 9	14 8		19 18					3						112 90
	District	3	12	22	37	37	40	25	18	3	4			1		•••••	202
7	(Aibonito Comerio Barros	7	2 7 17	4 14 24	8	3 13 19	7	4	2		1						42 63 131
	District	11	26	42	44	35	34	20	18	4	2		<u></u>				236

Table 13.—Ages of pupils in rural common schools, March 2, 1906—Continued. FEMALES—FIRST GRADE—Continued.

ool et.							Pup	oils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
8	(Coamo Juana Diaz Santa Isabel	 4 2	 7			28 27 12	30	13	5 18 4								140 184 84
	District	6	21	61	84	67	77	37	27	17	4	4		3			408
9	Ponce	3	28	66	86	73	80	45	58	27	9	2					477
10	Yauco Sabana Grande.	i		29 19		41 21			22 13	9							185 122
	District	1	7	48	55	62	60	27	35	10	2						307
11	San German Lajas Cabo Rojo		21 3 19	14	36 30 43	29 21 28	19	27 16 15	7 13 14	11 4 2	3	1 					224 124 171
	District	6	48	81	109	78	78	58	34	17	11	3	1				519
12	(Mayaguez Añasco Maricao	5 5 1	27 14	28	59 33 9	43 21 5	28	18	27 14 3	15 8 3	1	4		1			298 174 65
	District	11	47	74	101	69	89	57	44	26	7	11		1			537
13	Aguadilla Aguada Isabela	1	5 8 4	14	28 15 17	33 12 15	12		11 6 7	4 3 9	1 1	 i	1	== 			157 84 102
	District	1	17	53	60	60	62	45	24	16	2	1	2				343
14	(San Sebastian Lares	2 1 5	19 7 5	26	28 20 16	23 22 18	21	28 9 17	26 18 17	17 7 9	2 9 7	4 4 1	1 1 2				208 145 141
	District	- 8	31	76	64	63	72	54	61	33	18	9	4	1			494
15	(Utuado Adjuntas	3 2	3		25 18	21 10	20 11	10 14	18 7	3	<u>i</u>	2 1	1 1	1			120 84
	District	5	7	21	43	31	31	24	25	9	1	3	2	_1	1		204
16	Arecibo	2	13 5		44 17	48 27	36 25	32 6	41 13	18 4	$\frac{4}{2}$	5 1	. 1				268 117
	District	2	18	41	61		61	38	54	22	6	6	1				385
17	Manati Ciales Morovis	1 1	4 9 4	. 8	24 9 4	15 6 9		11 4 1	14 7 8	4 1 4	1	i		 2	1 		111 58 56
	District	2	17	39	37	30	41	16	29	9	1	1		2	1		225
18	Toa Alta Vega Baja	4	11 10		12 23	17 21	13 21	10 8	9	3	2 1	i	1 				96 122
	District	4	21	45	35	38	34	18	15	3	3	1	1				218
19	Bayamon	8	-58 =		89	84 ======	70	47	42	18	11	2			_	••••	525
	Total	107	527	1,058	1, 191	989	1,052	604	<b>59</b> 3	245	105	59	13	9	2		6,554

 ${\bf TABLE~13.--} Ages~of~pupils~in~rural~common~schools,~{\it March~2,~1906}--{\bf Continued.}$ 

### FEMALES-SECOND GRADE.

1:10							Pupi	ils at	ages o	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras			1 1	3	6	11 15	5 12	4 7	5 6	3 2	1					40 60
1	District			2	12	13	26	17	11	11	5	2	1				100
2	(Carolina Rio Grande				4	9	9 29	16 16	14 28	5 8	5 4	5 2					67 101
2	District				10	17	38	32	42	13	9	7					168
3	(Fajardo	}		İ	3 1	5 2	12 8 2	9 8	25 12 2		3 1	3	1				67 39 7
	District			1	5	7	22	17	39	13	4	4	1	ļ			113
4	(Humacao Yabucoa Patillas				3 2 1	4 3	13 5 1	3	1	1	i			•••			28 22 3
	District	<u> </u>		2	6	7		6	_			1		-	=		53
5	Caguas San Lorenzo Aguas Buenas				1 1 3	3 3 1	9 4 2	4	2			 1					22 14 12
	District				5	7	15	8	8	3		1	1		<u></u>		48
6	Guayama			1 2	2 2	5, 5	7 8	10			3	1					36 37
	District			. 3	4	10	15	18	10	7	4	2					. 73
7	Aibonito Comerio Barros		-	.	3 2 1	2 3 5	5 4 7	3	6	1							
	District	.		1 2	6	10	16	16	18	5	2						. 76
8	Coamo Juana Diaz Santa Isabel	-		1	2 4 2	13 12 1	24 14 4	10	18	14	5	5		i	-	1	. 83
	District			1	8	26	42	2:	2 4	27	9	5		1	-		. 185
9	Ponce			. 1	8		35	-		-	-	_	-	-	2	-	70
10	Sabana Grande	:			3 5	7	18	1		- [	5	î			- 1		. 48
	District	-		. 1	8	12	25	5 20			-	-	-	<u> </u>	4=	<u> </u>	=
11	(San German Lajas Cabo Rojo			- 1	4 1 6	7	15 18 13	3 (	9 10 6 13 8 10	8 8	5	1		.	-	-	. 58
	District			. 1	11	34	40	6 3	3 4	4 2	1 8	3 8	3	.			. 201
12	Mayaguez Añaseo Maricao			2 3 . 1	9	4	1.	4	8 1		9 8	3 1	L	$\frac{1}{2}$			. 57
	District		-	2 4	12	15	4	0 3	4 3	6 2	8 2	4 8	3	3	1 .		. 207
1.	Aguadilla Aguada Isabela					. 3	3	7 1		4	5	2 :	1				33 50
	District.			! 3	,	18	3	4 3	5 2	9 2	2 1	1 4	5	<u>. </u>	-	1	. 167
14	San Sebastian Lares Las Marias			1 1		1 4	1 1	3 7 7 1	7. 1		7	5	5 3 2	2	$\begin{array}{c c} 2 \\ 2 \\ 2 \end{array}$	i	
14	District.			1 1	ļ					3 2		7 1	0	4	4	1	. 187
	1	=			-			====	====					_=	_=		

 $\begin{tabular}{ll} \textbf{Table 13.--Ages of pupils in rural common schools, March 2, 1906} -- \textbf{Continued.} \\ \textbf{FEMALES-SECOND GRADE-Continued.} \\ \end{tabular}$ 

ct.							Pup	oils at	tages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	Utuado			<sub>1</sub>	9			4 12									69 50
	District		1	1	12	20	25	16	22	15	2	3	2				119
16	Arecibo				4 2			17 5						1			112 42
	District				6	15	33	22	34	17	14	11	1	_1			154
17	Manati Ciales Morovis			1	3 1 		6	7 4 3	8 7 5	2	1 2 1	1		 			34 24 21
	District			1	4	6	15	14	20	6	7	4	2				79
18	Toa Alta Vega Baja			1	3 7			10 14	8 12			1					48 59
	District			1	10	16	24	24	20	3	5	2	2		<u></u>	<u></u>	107
19	Bayamon			8	9	10	28	24	23	23	3	2					130
	Total		6	32	152	274	533	421	519	275	146	75	19	-8	_2		2,462
				1	FEM A	LES-	-тні	RD (	ЗRАГ	E.	,	<u>'</u>				·	
1	San Juan Rio Piedras				1	3	1 5	2	3 4								$\begin{array}{c} 12 \\ 14 \end{array}$
	District				1	3	6	2	7	4	2		1	•			26
2	Carolina Rio Grande				1	2 1	5 2	7 5	7 10	3 7	5 5	1 3					34 33
	District				1	3	7	12	17	10	10	4	2		_1		67
3	(Fajardo Naguabo Vieques	 }				1	3	3 2 3	9 5 3			1 2					28 17 9
3	Culebra	}															
	(Humacao	 			<u></u>	2 1	5 2			10 ====		3 			=		54 10
4	Yabucoa		• • • • •			1	3	5	2	1							12
	Unitriet					2	5	6	6	1							22
5	Caguas San Lorenzo Aguas Buenas						2	4 2	3 1 1	1 1 1	6 1						17 4 4
	District						3	6	5	3	7	1					25
6	Guayama Cayey						1 2	1 2	4 1	1 1							8 7
	District				••••	.:	3	3	5	2	2						15
7	Aibonito						1 2	4	2	4	i	 i					1 14
	District						3	<b>'</b> 4	2	4	1	1					15
8	Coamo Juana Diaz Santa Isabel					2		12 2 1	13 8 4	8 2 1	12 3	4	1				54 20 10
	District				2		4	15	25	11	15	8	2				84
9	Ponce				1	3	2	16	20	17	19	8		==			88

Table 13.—Ages of pupils in rural common schools, March 2, 1906—Continued.  ${\bf FEMALES-THIRD\ GRADE-Continued.}$ 

ol ct		!					Pu	pilsa	tages	of—							
School district	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
10	Yauco Sabana Grande.						2 1	2	4 2	5 3	3 1	2					18
	District	<u> </u>	ļ				3	2	6	8	4	2			<u></u>		25
11	(San German Lajas Cabo Rojo					3 1	5 1 3	7 5 4	12 5 9	6 4 5	6 1 4	3	3 	i			45 17 27
	District					4	9	16	26	15	11	3	4	1			89
12	(Mayaguez Añasco Maricao				1	1 1	5 2	6 4 2	18 1 6	16 5 2	8 5 1	3 5 		 1			58 25 11
	District				1	2	7	12	25	23	14	- 8	1	1			94
13	(Aguadilla Aguada Isabela					1	1 1 1	7 2 3	10 1 1	8 1 2	4 2 7	1 	1 1	1  1	 		34 8 16
	District					1	3	12	12	11	13	2	2	2			58
14	San Sebastian Lares Las Marias				1	 1	5 4 1		3 . 2 . 1	3 3 3	2 6 3	4 3 2	1				27 19 13
	District				2	1	10	10	6	9	11	9	1				59
15	{Utuado					1 3	5 4	13 7	9	7	6 4	2		i			43 34
	District		<u> </u>			4	9	20	16	13	10	2	2	_1			77 =====
16	Arecibo Camuy					2 2		4 1	8 5	17 8	6 1	 					49 20
	District		<u></u>	<u></u>		4	12	5	13	25	7	3			<u></u>		69
17	Manati Ciales Morovis					i	2	2 1	3 3 4	$\frac{2}{1}$	8 4 1	$\frac{3}{2}$			 		20 15 8
	District					1	2	3	10	5	13	5	4				43
18	Toa Alta Vega Baja				1	5 2		6	9	7 8	1 4	1					35 32
	District				2	7	10	12	15	15	5	1			<b>:</b>		67
19	Bayamon				2		10	13	9	9	3	2		2			50
	Total				12	39	113	177	242	195	156	62	23	7	1		1,027

### TOTAL FEMALES IN ALL GRADES.

1	San Juan Rio Piedras	$\frac{2}{2}$	14 10	43 13	54 25	$\frac{44}{16}$	45 40		28 21	18 12	7 9	7 3	2				286 171
-	District	4	24	56	79	60	85	42	49	30	16	10	2	<u></u>			457
2	Carolina Rio Grande	=== 2 5	19 16	32 20	38 28		37 60	34 29	30 47	10 19		7	2		1	•	256 279
-	District	7	35	52	66	70	97	63	77	29	21	14	3		1		535
	(Fajardo Naguabo		23 6	32 15	36 10		43 15		48 20			6 3	3				261 114
3	Vieques  Culebra	} 2	4	25	11	8	17	6	13	4						• • • • •	90
	District	4	33	72	57	39	75	42	81	30	20	9	3				465

S. Doc. 17, 56-2-12

Table 13.—Ages of pupils in rural common schools, March 2, 1906—Continued.

TOTAL FEMALES IN ALL GRADES—Continued.

ct.				_			Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
4	Humacao Yabucoa Patillas	6 9	28 18 6	37 26 7	29 25 8	17 21 2	26 27 8	14 15 3	13 20 3	2	2 1	3 1					176 165 37
	District	15	52	70	62	40	61	32	36	2	3	4	1				378
5	Caguas San Lorenzo Aguas Buenas	1 4 1	18 11 1	25 17 6	27 24 11	16 14 9	29 15 7	12 13 3	11.	6 1 2		1 					156 110 49
	District	6	30	48	62	39	51	28	28	9	11	2	1				315
6	Guayama Cayey	2 1	3 9	15 10	28 13	24 23	27 31	21 25	23 10	5 7	7 3	1		1			156 134
	District	3	12	25	41	47	58	46	33	12	10	2		1			290
7	(Aibonito Comerio Barros	7 4	2 7 18	$\begin{array}{c} 4 \\ 14 \\ 26 \end{array}$	15 10 25	5 16 24	17 11 25	4 7 29	13 8 17	2 1 10	2 1 2	 i					64 82 181
	District	11	27	44	50	<b>4</b> 5	53	40	38	13	5	1				<u> </u>	327
8	Coamo Juana Diaz Santa Isabel	 4 2	9 7 6	25 22 14	28 43 23	43 39 13	55 44 24	39 25 10	35 44 17	20 30 5	15 11 2	13 	$\frac{1}{2}$				274 287 116
	District	6	22	61	94	95	123	74	<b>9</b> 6	55	28	17	3	3			677
9	Ponce	. 3	28	67	95	89	115	94	118	68	39	13	3				734
10	Yauco Sab <b>an</b> a Grande.	<u>i</u>	7	30 19	28 35	46 28	52 36	35 20	43 24	25 9	12 4	3					281 177
	District	1	7	49	63	74	88	55	67	34	16	4					458
11	(San German Lajas	<u>4</u> <u>2</u>	21 3 19	42 14 26	40 31 49	52 28 36	58 38 37	53 27 27	29 36 39	23 13 17	18 6 6	7 2 	4 1	 1	 		351 199 259
	District	6	43	82	120	116	133	107	104	53	30	9	5	1			809
12	Mayaguez Añasco Maricao	5 5 1	29 14 6	40 28 10	68 35 11	55 <b>26</b> 5	77 44 15	53 30 20	70 25 10	50 22 5	25 14 6	15 10 2		1			491 256 91
	District	11	49	78	114	86	136	103	105	77	45	27	4	_3	• • •		838
13	Aguadilla Aguada Isabela	i	5 8 4	27 14 15	34 15 20	44 15 20	49 20 30	41 24 27	38 11 16	22 9 18	8 5 13	3 1 4	2 2	1 			275 125 168
	District	1	17	56	69	79	99	92	65	49	26	8	4		1		568
14	San Sebastian Lares	2 1 5	20 7 5	36 26 15	34 22 17	29 26 27	41 42 36	43 16 29	47 38 25	28 17 17	11 20 15	13 10 5	2 3 4	 2 3	i		306 231 203
	District	-8	32	77	73	82	119	88	110	62	46	28	9	5	1		740
15	Utuado Adjuntas	3 2	5 3	11 11	34 21	36 19	43 22	27 33	40 23	16 21	7	7 1	1 5	1 1	1		232 168
	District	5	8	22	55	55	65	60	63	37	13	8	6	2	1		400
16	Arecibo Camuy	2	13 5	24 17	48 19	64 30	70 36	53 12	70 31	46 18	20 7	17 3	1 1	1			429 179
	District	2	18	41	67	94	106	65	101	64	27	20	2	1			608
17	Manati Ciales Morovis	1 1	4 9 4	18 9 13	27 10 4	18 7 12	26 17 15	20 9 4	25 17 17	8 4 8	12 7 2	5 4 1	 3 3				165 97 85
	District	2	17	40	41	37	58	33	59	20	21	10	6	2	1		347

 $\begin{tabular}{ll} \textbf{Table 13.--Ages of pupils in rural common schools, March 2, 1906} -- \textbf{Continued.} \\ \textbf{TOTAL FEMALES IN ALL GRADES-Continued.} \\ \end{tabular}$ 

	1					ES IN											
School district.	Locality.	5	6	7	8	9	Pup 10	ils at	ages	of— 13	14	15	16	17	18	Over 18	Total.
18	Toa Alta Vega Baja	 4	11 10	19 27	16 31	30 31	29 39	26 28	26 24	12 9	5 8	2 2					179 213
	District	4	21	46	47	61	68	54	50	21	13	4	3				392
19	Bayamon	8	58	104	100	94	108	81	74	50	17	6		2			705
	Total	107	533	1,090	1, 355	1, 302	1, 698	1, 202	1,354	715	407	196	55	24	5		10,043
		'		BO	тн	SEXE	S—F	IRST	GRA	DE.			<u>'</u>	-		1	
1	(San Juan Rio Piedras	5 3	32 20	97 28	95 45	72 40	70 46	38 20		21 10	17 9	12 3	6		3		507 246
	District	8	52	125	140	112	116	58	60	31	26	15	6	1	3		753
2	Carolina Rio Grande	13	35 38	63 66	63 67	66 69	52 65	30 17	40 23	8	6 3	1 2	<sub>2</sub>				368 371
	District	17	73	129	130	135	117	47	63	14	9	3	2				739
3	(Fajardo Naguabo Vieques Culebra	9 } 2	48 14 9	60 28 47	67 26 30	35 21 19	43 17 24	13 14 6	10		3						312 136 160
	District	11	71	135	123	75	84	33	51	13	8	$-{2}$					608
4	Humacao Yabucoa Patillas	12 15 4	56 37 14	70 60 26		34 48 15	28 46 16			1 1 3	3 2 3	3	1				301 314 108
	District	31	107	156	148	97	90	34	40	5	8	6	1				723
5	Caguas San Lorenzo Aguas Buenas	5 4 1	50 25 3	64 62 20	52 56 20	55 34 23	46 37 19	19 15 7		8 3 5	5 1 7	2 1	1		 		326 257 111
	District	10	78	146	128	112	102	41	44	16	13	3	1				694
6	Guayama	5	15 26	49	58 52	45 40	52 <b>42</b>	24 20	31 19	9	7 2	2		 i			297 242
	District	6	41	87	110	85	94	44	50	10	9	2		1			539
7	Aibonito Comerio Barros	13 11	$\frac{6}{14}$	32	27 36 70	16 35 52	27 24 50			3 4 9	2 2 6	 3	 2				122 199 392
	District	24	64	115	133	103	101	77	65	16	10	3	2				713
8	Coamo Juana Diaz Santa Isabel	1 4 4	15 15 11	55 48 24	79 101 50	67 84 21	75. 76 29	45 45 1 <b>5</b>	48	12 20 2	4 10 2	2 6 		 3			385 460 166
	District	9	41	127	230	172	180	105	86	34	16	- 8		3			1,011
9	Ponce	5	53	147	203	149	183	90	108	44	14	4					1,000
10	Yauco Sabana Grande.	1	17 5	81 49	80 71	92 52	85 56	47 28	52 19	21 8	4 2		 	1			481 291
	l District	2	22	130	151	144	141	<b>7</b> 5	71	29	6			_1			772
11	(San German Lajas	10 3 2	46 13 38	98 35 70	86 65 96	53 51 71	70 40 68	29	27	16 8 7	17 5 2	3 4 2					475 280 427
	District	15	97	203	247	175	178	123	79	31	24	9	_1				1,182
12	Mayaguez   Añasco   Maricao	11 13 3	52 38 11	96 53 18	127 65 24	100 57 18	101 58 33	58 39 19	61 22 17	32 19 10	6 2 5	9 5 7	 1 3	3	1		657 372 169
	District	27	101	167	216	175	192	116	100	61	13	21	4	4	1		1, 198

 $\begin{tabular}{ll} \textbf{Table 13.--Ages of pupils in rural common schools, March 2, 1906---Continued.} \\ \textbf{BOTH SEXES-FIRST GRADE--Continued.} \\ \end{tabular}$ 

t. –		Ι					Puj	pils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
13	Aguadilla Aguada Isabela	4 2 1	19	72 38 37	114 35 68	81 28 40	83 34 61		44 17 29	15 8 20	6 3 6	2	1 1 1				488 208 315
	District	7	55	147	217	149	178	99	90	43	15	7	3	1			1,011
14	San Sebastian Lares Las Marias	13 4 11	25	69 62 38	83 65 42	78 51 52	79 69 53		70 49 49	50 16 17		12 11 3	4 3 3	$\frac{1}{2}$			590 405 351
	District	28	90	169	190	181	201	139	168	83	58	26	10	3			1,346
15	Utuado Adjuntas	5 4		67 36	57 51	60 36	50 40		41 13	12 10	7 5	6	1 1		1		363 242
	District	9	38	103	108	96	90	62	54	22	12	7	2	_1	1		605
<b>1</b> 6	Arecibo	3	18		99 56	112 72	Ī	30	77 32	32 21	12 5	9			 		618 360
	U District	6	49	121	155	184	172	99	109	53		11	$\frac{2}{-}$				978
17	Manati	4 4		31 25 26	55 31 18	43 31 28	46 42 25	19	27 24 18	8 10 10	3 7 2	<sub>2</sub>	i	 <sub>2</sub>	1 1		256 212 149
	District	8	33	82	104	102	113	58	69	28	12	3	1	2	2		617
18	Toa Alta Vega Baja	 5	20 34	43 69	38 · 51	44 39	48 49		20 18	$\frac{7}{2}$	5	1	2 1				253 287
	District	5	54	112	89	83	97	43	38	9	6	1	3				540
19	Bayamon	23	107	225	212	176	159	94	105	35	20	6	2	• • •			1,164
	Total	251	1,226	<b>2</b> , 626	3,034	2,505	2,588	1,437	1,450	577	296	137	42	17	7		16, 193
-	·			ВО	тн s	EXES	S—SE	CONI	GR.	ADE.							-
1	(San Juan Rio Piedras			3 3	6 14	14 18	16 30		11 22	10 10	7 4	$\frac{2}{2}$	2 1	2	1		81 127
	District	• • • •		6	20	32	46	30	33	20	11	4	3	2	1		208
2	Carolina Rio Grande		1	2	10 13	25 17	33 62	35 55	42 64	16 25	14 13	6	1				185 252
	District		1	2	23	42	95	90	106	41	27	- 8	2	!			437
3	(Fajardo	 }		$ \begin{array}{c} 2 \\ \dots \\ 2 \end{array} $	7 3 2	12 6	21 16 5	23 18 4	36 27 7	8 14 4	4 2	3 1	1 1				117 88 25
	District			4	12	18	42	45	70	26	6	4	3				230
4	(Humacao Yabucoa			4	6 3 2	9 15 1	25 9 9	7 11 1	7 11 3	3 6 1	1 4				<u> </u>		62 61 17
*				4		25	43	<del></del> 19	$-\frac{3}{21}$	10	5				-		140
	(Caguas San Lorenzo				4 3	6 6	19 13	$\frac{-12}{7}$	9 9	$\phantom{00000000000000000000000000000000000$	5		1				62 40
5	Aguas Buenas			1	7	3	4	7į	6	5	1	1		!		••••	36
	District			1	14	15	36	26	24	13	6	1	2				138
6	Guayama Cayey		1	2 2	9 8	20 12	29 22	26 23	23 22	8 6	6 4	2 2	- 1		:::		12 <b>9</b> 101
	District		1	4	17	32	51	49	45	14	10	4	3				230

 $\begin{tabular}{ll} \textbf{TABBLE 13.--Ages of pupils in rural common schools, March 2, 1906---Continued.} \\ \textbf{BOTH SEXES--SECOND GRADE--Continued.} \\ \end{tabular}$ 

ct.							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
7			 1	1 1 3	3 5 6	6 4 11	10 10 27	10 15 28	17 23 32	11 8 16	4 7 7	 i	i				62 73 133
	District		1	5	14	21	47	53	72	35	18	1	1				268
8	Coamo Juana Diaz Santa Isabel		1 1	 1	7 9 6	35 23 5	49 31 12	39 28 11	57 45 17	27 27 3	11 11 3	3 6	2 2		 		231 182 59
ļ	District		2	1	22	63	92	78	119	57	25	9	4				472
9	Ponce			2	15	48	63	79	100	65	22	5	3	3	1		406
10	Yauco Sabana Grande.			2	6 8	11 15	45 9	39 20	37 18	27 13	20 5 	10 2			• • •		201 90
	District			2	14	26	54	59	55 =	40	25	12	3	1			291
11	San German  Lajas  Cabo Rojo			4	8 6 10	33 13 16	33 30 27	33 16 22	29 30 35	17 12 20	16 4 9	2 1 2	1 	 1			175 113 142
	District			4	24	62	90	71	94	49	29	5	1	1	<u></u>		430
12	Mayaguez Añasco Maricao		4	3	18 3 5	21 16 1	43 25 7	43 26 6	59 22 8	40 15 4	19 16 7	14 4 3					269 129 44
	District		4	7	26	38	75	75	89	59	42	21	3	3			442
13	Aguadilla Aguada Isabela			$\begin{bmatrix} & & & & & & & & & & & & & & & & & & &$	13 2 9	29 7 14	53 13 29	57 23 26	51 12 23		13 6 16	9 2 5					264 76 145
	District			8	24	50	95	106	86	57	35	16	6		2		485
14	San Sebastian Lares Las Marias		1	4 1 1	12 9 6	14 16 12	41 34 13	23 17 16	44 54 21	27 21 17	22 11 10	5 11 3	4 6 2	7	2		197 189 103
	Distrfet		1	6	27	42	88	56	119	65	43	19	12	9	2		489
15	Utuado Adjuntas		1	2 1	24 5	39 17	50 24	33 19	48 26	17 22	10 7	9	3	1	1		238 126
	District		1	3	29	56	74	52	74	39	17	11	6	1	_ 1		364
16	Arecibo Camuy				9 7	28 10	46 31	39 26	40 40	27 27	23 14	11 13	5				226 174
	District				16	38		65	80	54	37	24	7	2			400
17	Manati Ciales Morovis			2 1 1	7 1 5	12 7 5	13 15 15	18 11 11	19 16 17	8 7 6	7 11 7	2 2 3	2 2 3	1			92 74 74
	District			4	13	24	43	40	52	21	25	7	7	3	1		240
18	Toa Alta Vega Baja			3	9 13	16 17	25 31	18 26	23 26	9	5 6	5		1			117 124
	District			3	22	33	56	44	49	13	11	6	4				241
19	Bayamon	16		10	19	29	55	41	54	38	12	6	2				282
	Total	16	11	76	362	694	1, 222	1,078	1,342	716	406	165	72	25	8		6, 193

Table 13.—Ages of pupils in rural common schools, March 2, 1906—Continued. BOTH SEXES—THIRD GRADE.

ct.		<u> </u>					Puj	pils a	tages	of—							
Schoo    district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan Rio Piedras				1		8			10 4	2 7	2 3	2				42 49
	U District				2	13	15	14	17	14	9	5	2				91
2	Carolina Rio Grande				3	4	8			9 21	10 8	5 4	3	$\frac{1}{2}$			76 97
	District	<u></u>			3	6	15	32	50	30	18	9	6	3	1		173
3	Fajardo Naguabo Vieques Culebra	}				2	7	6	11	12 7 4	11 10	7 8		 1	 		59 43 26
	District					4	14	17	32	23	21	15	1	1			128
4	Humacao Yabucoa Patillas				1	3 1	5 6 1	8	7 7 3	1 6 1	2 2 1	4 	2	$\begin{array}{c} -1 \\ \cdots \\ 2 \end{array}$			31 30 9
	District		<u></u>		1	4	12	13	17	- 8	5	5	2	3			70
5	Caguas San Lorenzo Aguas Buenas						$\frac{2}{1}$	5 2 2	7 2 3	3 1 4	12 1 1	1	- 1				30 6 11
	District						3	9	12	8	14	1			!		47
6	Guayama Cayey					1 1	2 5	6 5	8 7	1 5	3 2						22 28
	District					2	7	11	15	6	5	4	• • • •				50
7	Aibonito Comerio Barros				4	 1	<sub>7</sub>	$\frac{2}{6}$	1 12	2 3 13	2 1 10	9					9 4 65
1	District				4	1	9	8	13	18	13	9	3				78
8	Coamo Juana Diaz Santa Isabel				3	2 1	6 4 4	24 9 4	33 20 6	29 22 6	31 14 1	13 13 1	2				144 85 25
	District	••••			3	3	14	37	59	57	46	27	8				254
9	Ponce				2	6	9	26	56	47	40	19	4	2	1		212
10	Yauco Sabana Grande.					2	6	3	20 5	18 4	13 1	- 1			i		67 12
	District	•		• • • • •		2	7	4	25	22	14	5			<u> </u>		79
11	San German Lajas Cabo Rojo				i	<u>4</u>	8 5 6	17 12 12	24 7 23	18 15 18	19 7 13	12 1 4	3	1			106 48 82
	District				1	6	19	41	54	51	39	17	5	3			236
12	Mayaguez Añasco Maricao				1 1	7 1 1	8 5 2	16 9 4	38 5 7	34 15 4	17 8 1	11 6 2	3				136 52 21
	District				2	9	15	29	50	53	26	19	4	2			209
13	Aguadilla Aguada Isabela				1	3	11 1 1	19 5 7	30 11 11	33 6 11	22 8 16	16 3 7	9 1 5				149 36 64
	District				1	3	13	31	52	50	46	26	15	9	3		249
- ()					3 1	1 1 2	9 5 4	13 4 6	11 9 9	12 9 13	13 18 9	15 9 8.	4	2	1		82 58 53
	District				4	4	18	23	29	34	40	32	5	2	2		193

2 . . . . .

1,618

Table 13.—Ages of pupils in rural common schools, March 2, 1906—Continued.

; o							Pup	ils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
15	(Utuado				4 3	8	12 9	30 14	38 16	31 19	18 14	7 2	2 4	3 1			158 86
	District				7	12	21	44	54	50	32	9	6	4			239
16	Arecibo Camuy			1	2 1	4 3	19 5	10 11	27 17	28 20	8 11	9 13	$\frac{1}{2}$	] 1			109 88
	District			1	3	7	24	21	44	48	19	22	3	2			194
17	(Manati					1 1	4 2 4	7 3 5	13 8 16	7 3 12	16 10 6		 7 5	1 1 2	<sub>2</sub>		51 48 60
	District					2	10	15	37	22	32	18	12	4	2		154
18	Toa Alta Vega Baja				1 1	6 6	9 10	14 18	20 30	16 21	5 18	6 4					77 110
	District				2	12	19	32	50	37	23	10	2				187
19	Вауатоп				5	1	15	17	23	25	20	9	1	2			118
	Total			1	40	97	259	424	689	603	462	261	79	37	9		2,96

#### (San Juan . . . . . . Rio Piedras .... $2\overline{0}$ 1,052 4 ..... District.... (Carolina. 1 . . . . Rio Grande..... . . . | . . . . . 1,349 District.... 7.1 1 . . . . . (Fajardo ..... . . . Naguabo..... Vieques..... q Culébra ..... District..... 1 . . . 11... (Humacao...... Yabucoa..... . . . . . . . Patillas.... 3 ... District.... = = (Caguas ... . . . . . . . . . . . . . . . San Lorenzo.... $\bar{16}$ $\bar{9}$ Aguas Buenas.. ......... District..... Guayama..... Cayey ..... 3 ... ...... 1 ..... District.... (Aibonito ...... . . . ... .... . . . Comerio..... 6 ... Barros..... 1,059 6 ... District..... ...... Coamo..... Juana Diaz.... Santa Isabel.... (Coamo. .... ... 3 ... | .... 1,737 District....

255 195 264 156 76

5 53 149

Ponce .....

Table 13.—Ages of pupils in rural common schools, March 2, 1906—Continued.

TOTAL BOTH SEXES IN ALL GRADES—Continued.

ct.							Pup	oils at	ages	of—							
School district.	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
10	Yauco Sabana Grande.	1										15 2		2			749 <b>3</b> 93
	District	2	22	132	165	172	202	138	151	91	45	17	3	2			1, 142
11	San German Lajas Cabo Rojo	10 3 2	13	35	71	64	75	57	64	35	16	17 6 8		1			756 441 651
	District	15	97	207	272	248	287	235	227	131	92	31	7	4			1,848
12	(Mayaguez Añasco Maricao	11 13 3				74	88	74	49	49	26	34 15 12	4 4 3	7 1 1	1		1,062 553 234
	District	27	105	174	244	222	<b>2</b> 82	220	239	173	81	61	11	9	1		1,849
13	Aguadilla Aguada Isabela	4 2 1	16 19 20	38	37	35	48	48	40	25		26 7 16	13 2 9	2	1 4		901 320 524
	District	7	5 <b>5</b>	155	242	202	286	236	228	150	96	49	24	10	- 5		1,745
14	(San Sebastian Lares	13 4 11	38 25 28	73 63 39	75	68	108	50	112	46		32 31 14	12 10 5	7	1 3		869 652 507
	District	28	91	175	221	227	307	218	316	182	141	77	27	14	4		2,028
15	(Utuado	5 4	24 15	69 37	85 59		112 73	95 63		60 51	35 26	22 5	6 8	5 1	2		754 454
	District	9	39	106	144	164	185	158	182	111	61	27	14	_6	_2		1, 208
16	Arecibo Camuy	3 3	31 18	74 48	110 64	144 85	164 109	118 67	144 89	87 68	43 30	29 28	8	$\frac{2}{2}$			953 619
1	District	6	49	122	174	229	273	185	233	155	73	57	12	4			1,572
17	(Manati Ciales Morovis	4 4 	11 15 7	33 26 27	62 32 23	39	63 59 44	52 33 28	59 48 51	23 20 28	26 28 15	$^{5}_{10}$ $^{13}$	10 8	2 2 5	$\frac{2}{3}$		399 329 283
	District	- 8	33	86	117	128	166	113	158	71	69	28	20	9	5		1,011
18	Toa Alta Vega Baja	<u>-</u> 5	20 34	46 69	48 65	66 62	82 90	58 61	63 74	32 27	15 25	11 6	6		· i		447 521
	District	5	54	115	113	128	172	119	137	59 	40	17	9	<u> </u>			968
19	Bayamon	39	107	235	236	206	229	152	182	98	52	21	5	2		<u>i</u>	1, 564
	Total	267	1, 237	2, 703	3, 436	3, 2 <b>9</b> 6	4,069	2, 939	3, 481	1,896	1, 164	563	193	79	24	• • • •	25, 347

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906.

### MALES-FIRST GRADE.

	Locality.	1	2	3	4	5	Total.
1	San Juan  Rio Piedras	138 23	131 46	35 1	6	2	312 70
	District	161	177	36	6	2	382
2	Carolina.   Rio Grande.	25 40	36 42	9 7	i		70 90
_	District	65	78	16	1		160
3	(Fajardo Naguabo Vieques	67 14 } 14	76 18 8	10 10	2		155 42 22
	Culebra	)					
	U District	95	102	20	2		219
4	Humacao Yabucoa Patillas	23 9 21	24 4 4	10			48 13 35
	District	53	32	11			96
5	Caguas San Loreuzo. Aguas Buenas	23 30 10	66 22 8	14 8 11			103 60 29
	District	63	96	33			192
6	GuayamaCayey	89 26	102 50	28 13	5 2	1	225 91
	District	115	152	41	7	1	316
7	(Aibonito	39 20 54	35 36 29	5 6			79 62 83
	District	113	100	11			224
8	Coamo  Juana Diaz  Santa Isabel	42 36 16	43 16 8	11 11	2		96 65 24
	District	94	67	22	2		185
9	Ponce	220	192	66	19	8	505
10	Yauco . Sabana Grande	122 52	98 49	5 24	9		225 134
	District	174	147	29	9		3 <b>5</b> 9
11	(San German Lajas Cabo Rojo	48 36 10	61 24 7	8 4	2 1		119 60 22
	District	94	92	12	3		201
12	(Mayaguez Afiasco (Maricao	113 43 37	63 27 19	27 1	8	2	203 81 56
	District	193	109	28	8	2	340
13	(Aguadilla Aguada (Isabela	36 19 28	68 18 21	18 9 11	3	2	127 46 66
j	District	83	107	38	8	3	239
14	(San Sebastian Lares Las Marias	51 35 24	31 15 16	19 10 9	1		101 61 49
İ	District	110	62	38	1		211
15	(Utuado	74 25	26 35				100 60
-	District	99	61			•••••	160
- 1	"						

Table 14.— Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—FIRST GRADE—Continued.

	Locality.	1	2	3	4	5	Total.
16	(Arecibo Camuy	69 75	97 55	51 31	29 12	5	246 178
	District	144	152	82	41	5	424
17	(Manati Ciales Morovis	38 21 4	39 32 7	21 14 5	2 1 6		100 68 22
	District	63	78	40	9		190
18	Toa Alta. Vega Baja.	24 89	57 30	24 19	3		108 138
	District	113	87	43	3		246
19	Bayamon	77	120	61	14		272
	Total	2, 129	2,011	627	133	21	4, 921

### MALES-SECOND GRADE.

	Locality.	1	2	3	4	5	6	7	8	Total.
1	San Juan Rio Piedras	7	78 9	110 18	55 8	14				264 36
	District	8	87	128	63	14				300
2	Carolina		16 5	16 21	6 13	4				42 39
	District		21	37	19	4				81
3	Fajardo	1 6	44 3 14	29 9 15	58	2				82 13 45
Ü	Culebra									40
	District:	11	61	53	13	2				140
4	Humacao Yabucoa Patillas	1 4	35 26 2	24 12	<u>1</u>			 		61 30 20
	District	5	63	36	7					111
5	CaguasSan Lorenzo	5 2	47 22 3	49 15 5	17 1 1	1				118 40 10
	District	7	72	69	19	1				168
6	GuayamaCayey	1	38 11	75 34	19 10	2 2	·····1			134 59
	District	1	49	109	29	4	1			193
7	(Aibonito Comerio Barros		2 3 3	22 2 7	1	2				24 8 11
	District		8	31	2	2				43
8	(Coamo Juana Diaz Santa Isabel	5	11 4 13	34 24 10	9					54 28 29
	District	5	28	68	10					111
9	Ponce	24	106	100	74	27	10			343
10	Yauco Sabana Grande	1	31 7	28 23	9	3 6	1			73 50
-	District	1	38	51	23	9	1			123

Table 14.—Years in gracied common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—SECOND GRADE—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
	(San German	6	27	-15	6	2				50
11	Lajas Cabo Rojo	8	17 25	$\frac{2}{27}$	3 9	2				2: 7:
••	District	14	69	44	18	4				14
	(Mayaguez	4	80	37	1					12:
12	Añasco	4	6 7	16 7	1					2 1
	District	8	93	60	2					165
13	Aguadilla Aguada Isabela	5	22 6 3	39 10 10	42 1 5	62	1			11 1 2
	District	5	31	59	48	8	1			15
14	(San Sebastian Lares Las Marias	2	9 13 3	14 9 6	13 2 6	3				3: 2: 1:
	District	2	25	29	21	5				8:
15	(Utuado	1	32 9	32 19	3 1					64
	District	1	41	51	4					9'
16	AreciboCamuy		8	41 15	42 25	4 13	1			98 54
	District		8	56	67	17	1			14
17	Manati Ciales Morovis		30 5	$\frac{59}{15}$	8 7 2	3	2		1	10: 3:
	District		35	76	17	5	2		1	13
18	Toa Alta Vega Baja		10 4	15 18	4 11	1 6	2			3: 3:
	District		14	33	15	7	2			7
19	Bayamon	4	29	37	10	3				- 8
	Total	96	878	1,127	461	112	18	2	1	2,69
			MALES	S—ТНІІ	RD GRA	DE.				
1	(San Juan		12	48 4	59 7	27 2	6		1	15 1
	District		12	52	66	29	6		1	16
2	Carolina	<u> </u>	2 2	12 4	20 12	3 10	1 1			3 2
	District		4	16	32	13	2			6
	(Fajardo Naguabo Vieques		8 2	26 6	30 7	7 2	1	1		7
3	Culebra	}	2	15	7	4	• • • • • • • • • • • • • • • • • • • •			2
	District		12	47	44	13	1	1		11
4	Humacao Yabucoa Patillas	2	17	24 4 11	24 6	3				5 2 1
	District		17	39	30	4	:			9
	CaguasSan Lorenzo		10 15	43 28	30 17	13				9
5	Aguas Buenas	l		71	3	5				10
	l District		· 25	71	50	19	<u> </u>			16

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—THIRD GRADE—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
6	Guayama Cayey	3	2 3	37 23	28 29	3 3				7: 5:
Ŭ	District	3	5	60	57	6				13
7	(Aibonito		7	8 12 8	12	2				1 2
	District		7	28	12	2			······	4
8	(Coamo Juana Diaz Santa Isabel			9 17 3	32 15 16	11 10	2 1			5 4 1
	District			29	63	21	3			11
9	Ponce		8	26	52	29	5	1		12
0	Yauco Sabana Grande		1 2	15 3	27 12	10 14				5 3
	District		3	18	39	24				8
1	(San German Lajas Cabo Rojo		8 3 1	$\frac{22}{3}$	23 2 11	14 11	4			7 2
	District		12	28	36	<b>2</b> 5	6			10
2	(MayaguezAñasco Amaricao		2 1 1	64 24 13	19 19 19	4 1				
	District		4	101	39	5				14
3	(Aguadilla Aguada Isabela		1	18 2 3	25 3 17	9 9 6	4 2	1		5 1 2
	District		1	23	45	24	6	1		10
4	(San Sebastian		1	5 9 1	16 1	3	1 2			2 1
	District		1	15	17	5	3			4
5	(Utuado		2 6	23 12	23 13	4 3	1			5
	District		8	35	36	7	1			8
6	Arecibo		3 1	18 5	37 16	5 4	1			9
	District		4	23	53	9	1			
7	(Manati Ciales Morovis			11 3 1	8 8	1 3 3	1			1
	District			15	16	7	3			4
8	Toa AltaVega Baja	2	11	20 19	12 13	7 3		1		
	District	2	11	39	25	10	1	1		8
9	Bayamon		2	35	17	8	7	1		7
	Total	7	136	700	729	260	45	5	1	1,88

 ${\tt Table 14.-\it Years in graded\ common\ schools\ of\ pupils\ enrolled\ \it March\ \it 2,\ 1906--Cont'd.}$ MALES-FOURTH GRADE.

	Locality.	1	2	3	4	5	6	7	8	Total.
1	(San Juan	1	3	15 1	41 18	34 5	18 2	3	1	116 26
•	District	1	3	16	59	39	20	3	1	142
2	(Carolina			3	7	5 13	1 5	1 1		17 20
4	District			3	8	18	6	2		37
	(Fajardo		2	6 2	15 8	13 2	2			38 12
3	Vieques   Culebra	}		1	2					3
	District		2	9	25	15	2			53
4	Humacao Yabucoa Patillas		2	20	7 11 2	4				15 33 2
	District		2	24	20	4				50
5	Caguas San Lorenzo Aguas Buenas	1	1	10 5	28 9 1	11 4 5	3 2			53 20 8
	District	1	2	15	38	. 20	5			81
6	Guayama Cayey			18	6 8	6 3	3			33 14
	District			21	14	9	3			47
7	Aibonito Comerio. Barros.		1	1 5	17 4 7	5 4	1			17 11 17
	District		1	6	28	9	1			45
8	Coamo Juana Diaz Santa Isabel			2	26 9 1	3 7 2	8	1		29 18 12
	District			2	36	12	8	1		59
9	Ponce		2	5	8	35	19	8	1	78
10	Sabana Grande			2 1	25 4	9 12	1 3			37 20
	District			3	29	21	4			57
11	San German Lajas Cabo Rojo			$\frac{2}{2}$	$^{15}_{\ 6}_{\ 12}$	18 9 7	9	1 1		45 15 22
	District			4	33	34	9	2		82
12	Mayaguez Añasco Maricao		1	10	31 23 3	23 10 4	1 6	2		65 45 7
	District		1	13	57	37	7	2		117
13	Aguadilla  Aguada  Isabela			4	22	17 4 2	8 6 2	2		51 12 11
10	District			4	29	23	16	2		74
	(San Sebastian	3		*	8 4	1 4	1 1			10 12
14	Las Marias							1		1
	District	3			12	5	2	1		23

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

	Locality.	1	2	3	4	5	6	7	8	Total.
5	(Utuado		1 1	4 3	13 24	11 9	3	2		34 37
	District		2	7	37	20	3	2		71
6	Arecibo			4	30 13	21 22	1			56 36
	District			5	43	43	1			92
7	(Manati Ciales. Morovis.		2	6	$\begin{array}{c} 27 \\ 6 \\ 1 \end{array}$	22 6 5	6 2 1	1		68 14 8
	District		2	6	34	33	9	1		85
3	Toa AltaVega Baja		1	1 9	8	15 11	4 2			29 26
	District		1	10	12	26	6			55
)	Bayamon		3	6	11	8	2	4	1	35
	Total	5	22	176	5 <b>2</b> 0	408	121	28	3	1, 283
			MALE	S—FIFT	H GRA	DE.				
	San JuanRio Piedras			1	H GRA	DE. 20 6	12 9	5 3	1 1	
L				1	7	20				22
l 2	Rio Piedras			1	7 3	20 6	9	3	1	68
	Rio Piedras  District  (Carolina			1	7 3 10 5	20 6 26 15	21	8	1 2	46 22 68 23 20 43
2	Rio Piedras  District  (Carolina			1	$ \begin{array}{r}     7 \\     3 \\     \hline     10 \\     \hline     5 \\     1 \\     \hline     6 \\     \hline     13 \\     2 \end{array} $	20 6 26 15 11 26 11 4	3 5 8 1 21	3 8 3 3 3	2	22 68 23 20 43 26 8
	Rio Piedras  District  (Carolina Rio Grande  District  (Fajardo			1 	7 3 10 5 1 6	20 6 26 15 11 26 11	21 3 5 8	3 8 3 3 3	2	68 23 20
	Rio Piedras  District  Carolina Rio Grande  District  Fajardo Naguabo Vieques			1	$ \begin{array}{r}     7 \\     3 \\     \hline     10 \\     \hline     5 \\     1 \\     \hline     6 \\     \hline     13 \\     2 \end{array} $	20 6 26 15 11 26 11 4	3 5 8 1 21	3 8 3 3 3	2	22 68 23 20 43 26 8
	Rio Piedras  District  (Carolina	}		1 	7 3 10 5 1 6 13 2 4	20 6 26 15 11 26 11 4 5	21 3 5 8 1 2 1	3 8 3 3 3	2	22 68 23 20 43 26 8 12

Caguas San Lorenzo Aguas Buenas

District .....

Guayama Cayey....

District .....

District .....

(Coamo Juana Diaz.... Santa Isabel .....

Ponce.....

District .....

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Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. MALES-FIFTH GRADE-Continued.

	Locality.	. 1	2	3	4	5	6	7	8	Total.
10	Yauco			1	8	19 3	9 8			37 11
	District			1	8	22	17			48
11	San German Cabo Rojo			1	7 7	5 9	8	2	4	26 17
	District			1	14	14	8	2	4	48
12	(MayaguezAñaseo					2 14	31 4	5		38 18
	District					16	35	5		56
13	(Aguadilla Aguada Isabela			1	7	7 1 3	5 5 3	1		20
	District			1	7	11	13	1		33
14	(San Sebastian	1		1	3 2	3 5	9 6	1		1'1 18
	District	1		1	5	8	15	2		32
15	(Utuado				9	1 · 10	11 2	5		17 21
	District				9	11	13	5		38
16	Arecibo Camuy				4 4	22 9	4			26 17
	District				8	31	4			48
17	Manati Ciales Morovis				3	8 2 4	7 3 6	5 1		23 E 11
	District				3	14	16	6		39
18	Toa AltaVega Baja				1 6	3 2	3	•••••		
	District				7	5	4			16
19	Bayamon			7	13	2	1			23
	Total	1	2	42	173	339	224	42	8	831

### MALES-SIXTH GRADE.

	Locality.	3	4	5	6	7	8	9	10	Total.
1	San Juan		6	15 5	19 1	16 4	2			56 12
	District		6	20	20	20	2			68
2	Carolina		2	2 5	4 8					8 14
	District		3	7	12					22
	(Fajardo Naguabo	1	4	13 7	2 1					20 9
3	Vieques.   Culebra	}		2						2
	District	1	5	22	3					31
4	Humacao		6	2	7					15

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—SIXTH GRADE—Continued.

	Locality.	3	4	5	6	7	8	9	10	Total.
5	Caguas		1 2	2	5 2	1				9
· ·	District		3	2	7	1				13
6	GuayamaCayey		5	4	2 12	4	2			11 18
	District		5	4	14	4	2			29
7	Aibonito		2	8	1		2			18
8	Coamo Juana Diaz			6	$\frac{7}{2}$	5 3	4			22 6
	District			7	9	8	4			28
9	Ponce	4	3	7	12	1				27
10	Yauco				4	3	2	3	1	13
11	San German	1	6	1	6	1				8
	District	1	6	2	7	1		<u></u>		17
12	(Mayaguez Añasco			3	9 3	6	1			18
	District			7	12	10	3			32
13	(Aguadilla Aguada (Isabela			1 3 1	$\frac{2}{3}$	2 3				. 1 7
	District			5	5	5				15
14	(San Sebastian Lares		1	5	1	2 4			1	11
	District		1	5	1	6			1	14
15	Utuado			3	1 3	5 2				(
	District			4	4	7				15
16	Arecibo		7	12 3	1					20
	District		7	15	2		·			24
17	(Manati Ciales (Morovis			1	3	1 3 2		1 1		34
	District	<del></del>		1	5	6		2		14
18	Toa AltaVega Baja		1	6	1 4	1 1				12
	District		1	6	5	2				14
19	Bayamon		3	2						5
	Total	6	51	126	130	74	15	5	2	409

### MALES-SEVENTH GRADE.

	Locality.	2	3	4	5	6	7	8	9	10	Total.
1	San Juan	1	i	1 3	4 4	11 3	11 2	3	1	1	33 13
	District	1	1	4	8	14	13	3	1	1	46

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—SEVENTH GRADE—Continued.

	Locality.	2	3	4	5	6	7	8	9	10	Total.
2	Carolina Rio Grande				2	3 2	3				5 5
-	District				2	5	3				10
3	(Fajardo Naguabo Vieques Culebra	}		1	1	2	3	1			3 5 2
	District	, 					4	1			10
4	Humacao Yabucoa			 7	2 1	10	4				16
_	District			7	3	10	4				24
5	CaguasSan Lorenzo			1	3	2	2	2			8 2
	U District			1	3	2	2	2			10
6	Guayama				6	7		2			15
8	Juana Diaz				1		2	2	2		7
9	Ponce		1	2	5	4	1		1		14
10	Yauco Sabana Grande						1	4	3	1	9
	District	===		===		3	2	4	3	1	5
11	(San German Lajas						2				
11	Cabo Rojo					3	2				5
	MayaguezAñasco		2		9	3		1		===	15
12	Maricao										
	District		2		9	3		1			15
10	(Aguadilla				$\frac{1}{2}$		3	1			5
13	{Isabela District				3	$\frac{1}{1}$	$\frac{3}{6}$	$\frac{1}{2}$			12
	(San Sebastian	===								====	
14	Lares {Las Marias					2	3				5
	District					2	3				
<b>1</b> 5	(Utuado				1	$\frac{2}{1}$	3 2	2			5
	District				1	3	5	2			11
16	Arecibo										
	District	 									
17	Manati   Ciales   Morovis						7	i		2	1
	District	i					7	1		2	10
18	Toa AltaVega Baja			2	4	4	1				11
	District			2	4	4	1				11
19	Bayamon				8						8
	Total	1	4	17	55	60	54	20	7	4	222

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Table 14.--Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—EIGHTH GRADE.

	Locality.	1	2	3	4	5	6	7	8	9	10	Total.
1	San Juan Rio Piedras	1	1		·····	<b>2</b>	6	9 2	6 6			25 11
	District	1	1		1	3	7	11	12			36
2	Carolina						2	1				3
3	Fajardo						2	1				3
4	Humacao Yabucoa				4	2	2	4				6
	District				4	2	2	4				12
5	Caguas						2	2				4
6	Guayama	1	1	1	2	8	7	1	6			27
8	Coamo								1			1
9	Ponce				1	5	6	9	7	4	4	36
12	MayaguezAñasco				1	1	6	3 3	5 3			16 6
	District				1	1	6	6	8			22
13	Aguadilla					1	1	2 2				4 2
	District					1	1	4				6
14	San Sebastian Lares					<u>1</u>	i	1 1	1			2 3
	District					1	1	2	1			5
18	Vega Baja							2				2
19	Bayamon				1	2						3
	Total	2	2	1	10	23	36	43	35	4	4	160

### TOTAL MALES IN ALL GRADES.

1	San Juan Rio Piedras	147 24	226 55	209 25	175 40	118 23	72 16	44 11	12 9	1	1	1,005 203
	District	171	281	234	215	141	88	55	21	1	1	1,208
2	Carolina Rio Grande	25 40	54 49	40 32	40 29	31 39	14 21	2 7				206 217
	District	65	103	72	69	70	35	9				423
3	(Fajardo Naguabo Vieques Culebra	$ \begin{array}{c}                                     $	130 23 24	73 27 33	69 18 22	45 15 14	8 5 1	3 3	1			400 106 114
	District	106	177	133	109	74	14	6	1			620
4	Humacao Yabucoa Patillas	24 15 21	59 49 6	53 27 33	40 32 14	16 15 1	22	8				222 138 75
	District	60	114	113	86	32	22	8				435
5	Caguas San Lorenzo Aguas Buenas	28 33 10	124 61 11	116 57 16	81 37 5	47 15 12	21 6 3	6	2			423 211 57
	District	71	196	189	123	74	30	6	2	<u> </u>		691

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

Total Males in all grades—Continued.

	Locality.	1	2	3	4	5	6	7	8	9	10	Total
6	GuayamaCayey	93 27	143 64	171 75	73 58	46 22	23 23	1 5	8 4			558 278
	District	120	207	246	131	68	46	6	12			836
7	Aibonito Comerio Barros	39 20 54	37 47 32	35 23 21	22 5 21	11 15 17	3 3 12	2 1	2			151 114 157
	District	113	116	79	48	43	18	3	2			422
8	(Coamo Juana Diaz Santa Isabel	42 36 21	54 20 21	54 54 13	69 30 19	33 25 6	15 3 13	5 5 1	5 2	2		277 177 94
	District	99	95	121	118	64	31	11	7	2		548
9	Ponce	244	309	208	171	128	63	27	8	5	4	1, 167
10	Yauco Sabana Grande	123 52	130 58	51 51	69 39	41 35	15 11	4	6	6	2	447 246
	District	175	188	102	108	76	26	4	6	6	2	698
11	(San German Lajas Cabo Rojo	54 36 18	96 44 33	47 5 38	53 11 46	40 9 30	30	6	4			330 105 169
	District	108	173	90	110	79	33	7	4			604
12	Mayaguez. Añasco. Maricao.	117 43 41	145 35 27	140 44 20	52 51 4	43 30 4	50 13	12 11	8 4			567 231 96
	District	201	207	204	107	77	63	23	12			894
13	(Aguadilla Aguada Isabela	41 19 28	91 24 24	80 21 24	99 4 34	44 17 17	18 16 9	5 6 8	1			379 107 145
	District	88	139	125	137	78	43	19	2			631
14	(San Sebastian Lares	51 39 26	40 28 20	39 28 16	40 11 6	10 15 4	11 11 2	4 9 1	1			197 141 75
	District	116	88	83	57	29	24	14	1		1	413
15	(Utuado	75 25	61 51	59 34	39 47	20 23	18 6	15 4	2			287 192
	District	100	112	93	86	43	24	19	2			479
16	Arecibo	69 75	108 56	114 52	149 70	64 56	3 6					507 315
	District	144	164	166	219	120	9					822
17	(Manati Ciales Morovis	38 21 4	71 37 7	97 32 8	48 22 9	33 14 13	19 6 10	13 3 4	1 1	 1 1	2	322 137 56
	District	63	115	137	79	60	35	20	2	2	2	515
18	Toa AltaVega Baja	26 89	79 34	60 65	28 37	26 32	10 12	2 4				231 273
	District	115	113	125	65	58	22	6				504
19	Bayamon	81	154	146	69	33	10	5	1			499
	Total	2,240	3,051	2,666	2,107	1,347	636	248	83	16	10	12,404

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. Females—first grade.

	Locality.	1	2	3	4	5	6	Total.
	(San Juan	148 25	133 41	42 1	5	4	1	33 6
	District	173	174	43	5	4	1	40
	(Carolina	34 47	33 39	7 12	1			7 9
2	District	81	72	19	1			17
	Fajardo	70	62	12 6	1		1	14 1
3	Naguabo Vieques Culebra	} 23	10					3
	District	98	80	18	1		1	19
İ	(Humacao	23 18	27	6				5
1	Yabucoa Patillas	33	12	5				Ē
ĺ	District	74	42	11				12
5	Caguas San Lorenzo Aguas Buenas	28 18 9	56 23 8	11 3 6				2
	District	55	87	20				16
3	GuayamaCayey	100 45	80 41	21 17	$\frac{2}{3}$			20 10
	District	145	121	38	5			30
	Aibonito Comerio Barros	20 46 43	32 16 16	2 1		1		
	District	109	64	3		1		1'
	(Coamo Juana Diaz Santa Isabel	32 47 10	31 15 17	3 15	1 2	1		
	District	89	63	18	3	1		1
	Ponce	223	159	42	11	3		4
	YaucoSabana Grande	86 29	72 29	$\frac{1}{25}$	5			1
	District	115	101	26	5			2
	(San German Lajas Cabo Rojo	35 27 6	44 15 5	2	1			
	District	68	64	2	1			1
	(Mayaguez Añasco Maricao	105 39 25	72 22 9	10 11	1 10	2		1
	District	169	103	21	11	2		3
	(Aguadilla Aguada Isabela	46 12 20	45 13 20	14 4 20	1	1		1
	District	78	78	38	1	1		1
	(San SebastianLares	38 40	28 11	6 3	1 1			
	Las Marias	23	13	3	1			

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

FEMALES—FIRST GRADE—Continued.

	Locality.	1	2	3	4	5	6	Total.
15	{UtuadoAdjuntas	75 6	23 21	3				98 30
	District	81	44	3				128
16	Arecibo Camuy	66 54	100 62	59 18	25 8	1 2	1	251 145
	District	120	162	77	33	3	1	396
17	(Manati Ciales (Morovis	27 22 7	20 21 6	12 19 3	1	1		60 63 16
	District	56	47	34	1	1		139
18	Toa AltaVega Baja	33 88	43 14	5 6	1			81 109
	District	121	57	11	1			190
19	Bayamon	78	95	47	2			222
	Total	2,034	1,665	483	83	16	3	4,284

### FEMALES-SECOND GRADE.

1	San Juan Rio Piedras	8 2	87 16	109 13	44 3	12 1	2	262 35
	District	10	103	122	47	13	2	297
2	{Carolina   Rio Grande	3	13 5	27 26	4 5	3 1		50 38
	District	4	18	53	9	4		88
	(Fajardo Naguabo Vieques	5	33 5	37 7	1 6	1		77 19
3	Culebra	} 1	14	21	7			43
	District	7	52	65	14	1		139
4	(Humacao Yabucoa (Patillas	4 4 1	32 35 2	28 2 20	3			65 41 26
	District	9	69	50	4			132
5	(Caguas San Lorenzo Aguas Buenas	1 9	43 14 4	48 19 4	14 9 2	1 1 1		107 52 11
	District	10	61	71	25	3		170
6	Guayama Cayey	7	27 17	55 34	20 14	4		109 69
	District	7	44	89	34	4		178
7	Aibonito Comerio Barros		3	19 3 5				21 3 8
	District		5	27				32
8	(Coamo	1 5	24 6 11	25 17 5	5	1		56 23 21
	District	6	41	47	5	1		100
9	Ponce	22	117	76	53	21	3	292
,								

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. FEMALES—SECOND GRADE—Continued.

	Locality.	1	2	3	4	5	6	Total
.0	YaucoSabana Grande	2	36 6	30 15	12 8	2 2		8
	District	2	42	45	20	4		1
1	(San German Lajas Cabo Rojo.	9 1 1	24 9 27	13 9 23	1 4 3	1		
	District	11	60	45	8	1		1
2	(Mayaguez. Afiasco (Maricao	3	58 14 4	33 11 1	1 2			
	District	6	76	45	3			1
3	Aguadilla Aguada {Isabela	2	22 7 1	32 10 14	18 3 7	· 5 1		
	District	2	30	56	28	6		1
ı	(San Sebastian Lares Las Marias		11 7 2	5 10 7	6 1 4	5	1	
	District		20	22	11	. 5	1	
	Utuado	5	26 8	30 10	6 3			
	District	5	34	40	9			
	Arecibo Camuy	1	11 4	47 9	26 20	5 8		
	District	1	15	56	46	13		]
	(Manati Ciales Morovis		33 6 2	36 22	10 5 2			
	District		41	58	17	3		
	(Toa Alta Vega Baja		7 6	6 25	4 12	4 3		
	District		13	31	16	7		
	Bayamon	6	26	26	10			
	Total	108	867	1,024	359	86	6	2,4

	Locality.	1	2	3	4	5	6	7	Total.
1	San Juan Rio Piedras	1	10	58 19	50 11	26 4	5	2	152 37
	District	1	13	77	61	30	5	2	189
2	Carolina. Rio Grande.		5 1	9 14	6 13	3 13	2		23 43
	District		6	23	19	16	2		66
	(Fajardo Naguabo		2	30	38 4	8			88
3	Vieques   Culebra	}	1	23	10	2			36
	District		15	56	52	10			133
4	Humacao Yabucoa Patillas	1	5	23 2 9	19 6 9	2			44 14 18
j	District	1	5	34	34	2			76

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. Females—third grade—continued.

	Locality.	1	2	3	4	5	6	7	Total.
	(Caguas		18	35	36	2			91
5	San Lorenzo		$\frac{12}{2}$	33	11 1	4 2	·····i		60
	District		32	70	48	8	1		159
	(Guayama	3	8	39	13				63
6	Cayey		1	18	24	1			44
ĺ	District	3	9	57	37	1			107
7.	Aibonito Comerio Barros		9	17 12 7	6	8			17 21 21
	District		9	36	6	8			59
8	Coamo Juana Diaz Santa Isabel	2	2	13 10 7	24 19 15	7 5	3 1		47 39 22
	District	2	2	30	58	12	4		108
9	Ponce	3	18	25	35	25	5		111
10	Yauco Sabana Grande		1	17 8	22 12	1 8			41 28
10	District		1	25	34	9			69
	(San German Lajas	1	15	31	18 6	10	1 1		76 11
11	{Cabo Rojo			1	11	6			18
	District	1	15	35	35	17	2		105
12	Mayaguez   Añasco   Maricao	1	$\begin{array}{c} 11 \\ 4 \\ 2 \end{array}$	69 16 11	31 8	5 2 1			117 30 14
	District	1	17	96	39	8			161
13	Aguadilla Aguada Isabela		2	11 2 1	34 3 2	7 4 3	2 2		56 11 6
	District		2	14	39	14	4		73
14	(San Sebastian   Lares   Las Marias		1	6 5	13	3 2 3	i		22 7 5
14	District		1	11	13	8	1		34
	(Utuado		1	26	21	4		=====	52
15	Adjuntas		3	6	8	2			19
	District		4	32	29	6			71
16	Arecibo	1	5	26 10	32 14	5 9			69 33
	District	1	5	36	46	14			102
17	Manati Ciales Morovis		3	8	6 2	7 4 2	1		25 6 2
	District		3	8	8	13	1		33
18	Toa AltaVega Baja	4	7	21 23	19 16	7 4			58 48
10	District	4	7	44	35	11			101
19	Bayamon	1	2	37	30	8	5		88
	Total	18	166	746	658	220	30	2	1,840

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. Females—Fourth grade.

	Locality.	1	2	3	4	5	6	7	8	Total.
1	San Juan Rio Piedras	1	4	20 3	59 16	27 5	12 4			125 28
	District	1	4	23	75	32	16		·	151
2	Carolina Rio Grande		1	4	9	2 3	1			17
	District		1	4	15	5	1			20
3	Fajardo Naguabo Vieques	}	3	12 3 2	19 4 3	2 1				36
	Culebra		3	17	26	3				49
4	(Humacao Yabucoa Patillas			8 23	16 13 3	9				38 36
	District			31	32	11				74
5	Caguas San Lorenzo Aguas Buenas	1	5	9 5	29	5 2 5	1			44 16
	District	1	5	14	32	12	3			67
6	GuayamaCayey		1	11 1	8 9	$\frac{2}{7}$	1			23 17
	District		1	12	17	9	1			40
7	(Aibonito Comerio Barros		3	1 2	8 1 3	1 1	i			8 7 6
	District		3	3	12	2	1			21
8	(Coamo Juana Diaz {Santa Isabel	1		2	15 8	9 5 3	3	1		24 16 7
	District	1		2	23	17	3	1		47
	Ponce	1	1	3	10	27	23	15	3	83
.0	Yauco Sabana Grande				14	7 4	1 2		1 -	22 7
	District				14	11	3		1	29
.1	San German Lajas			5 1 2	10 2 13	20 5 12	6 2			41 10 27
	District			8	25	37	8			78
2	MayaguezAñasco Amaricao		1 1	3 5 3	24 10 4	19 3 7	4 2 1	1		51 21 16
	District		2	11	38	29	7	1		88
3	(Aguadilla Aguada (Isabela			4	7	8 1 3	4	1		24 1 4
	District			5	7	12	4	1		29
4	San Sebastian   Lares   Las Marias   Las M	2		2	1 6	1 3 3	3 1			2 16 4
	District	2		2	7	7	4			22

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. FEMALES—FOURTH GRADE—Continued.

	Locality.	1	2 .	3	4	5	6	7	8	Total.
15	{Utuado			4	9 7	5 6	1	1		20 14
	District			5	16	11	1	1		34
16	Arecibo			5 2	44 8	16 10	4			73 21
	District		5	7	52	26	4			94
17	Manati Ciales Morovis	. <b></b>		6	21 3	10 1 4	6 1 3	2		43 5 9
	District			6	24	15	10	2		57
18	Toa Alta Vega Baja	<del></del>	1	1 4	4 4	9 10	2 2	4		21 20
	District		1	5	8	19	4	4		41
19	Bayamon		${2}$	7	12	5	6	1	2	35
	Total	6	28	165	445	290	99	26	6	1,065

## FEMALES—FIFTH GRADE.

1	San Juan. Rio Piedras.	1 1	2 2	7 3	18 10	19 2	6	5	58 18
	District	2	4	10	28	21	6	5	76
2	Carolina. Rio Grande.		1	3	5 5	$\frac{1}{2}$			10 7
	District		1	3	10	3			17
3	(Fajardo Naguabo Vieques ) Culebra	}	1	6 1 10	10 3 3	1			21 5 15
	District.	,	3	17	16	5			41
4	(Humacao		4	12	2 10	3			5 26
4	District		4	12	12	3			31
5	(Caguas San Lorenzo Aguas Buenas			6	16 11 1	4 2 4			20 21 5
	District	2		6	28	10			46
6	Guayama Cayey		6	13 5	11 20	1 6	1		31 32
	District		6	18	31	7	1		63
7	(Aibonito Comerio Barros		1 1 1	8 2 3	2 1	1			9 5 6
	District		3	13	3	1			20
8	(Coamo Juana Diaz Santa Isabel			4 3	4 1 2	3	1		8 4 6
	District			7	7	3	1		18
9	Ponce	4	3	12	8	13	3		43
	l					1======================================			

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. Females—Fifth Grade—Continued.

	Locality.	2	3	4	5	6	7	8	Total.
10	YaucoSabana Grande			8	19 <b>3</b>	8 2		1	36 5
	District			8	22	10		1	41
11	San GermanCabo Rojo			3	6 7	3	1		10 10
	District			3	13	3	1		20
12	Mayaguez			4	4 11	13 12	7		24 27
	District			4	15	25	7		51
13	Aguadilla Aguada Isabela		1	3	3 1 2	1 1			
	District		1	3	6	2			15
14	San Sebastian   Lares				7 5	5 4	1 3		1: 1:
	District				12	9	4		2
15	{Utuado			3	5 10	12	6		2: 1:
	District			3	15	12	6		30
16	Arecibo			2 1	18 5	1	·····i		20
	District			3	23	1	1		28
17	(Manati Ciales Morovis				7 2 2	3	2 3 1		15
	District				11	4	6		2
18	Toa AltaVega Baja		1	3	5 1	1	1		
-0	District		1	3	6	1	1		1:
19	Bayamon		3	13	3				19
	Total	8	29	138	269	133	37	6	620

### FEMALES-SIXTH GRADE.

	Locality.	2	3	4	5	6	7	8	9	10	Total.
	(San Juan			4 2	14 12	11	13				42 22
1	District			6	26	18	14				64
2	Carolina		·····1	1 2	3 4	6 5	1				11 13
-	District		1	3	7	11	2				24
İ	(FajardoNaguabo			2	14 4	2					18 6
3	Vieques   Culebra	}	1	1	3						5
	District		1	4	21	3					29
4	Humacao				. 5						5
•	District				5		<u> </u>				5

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. FEMALES-SIXTH GRADE-Continued.

	Locality.	2	3	4	5	6	7	8	9	10	Total.
5	CaguasSan Lorenzo		1	5	4 8	4 4					8 18
	District		1	5	12	8					26
6	GuayamaCayey			1	3 1	3 2	3				7 6
	District			1	4	5	3				13
7	Aibonito			5	3	1					9
	U District			5	3	1					9
8	Coamo Juana Diaz	1	1		. 4	1	2	3			2 12
	District	1	1		4	3	2	3			14
9	Ponce	1	1	6	13	12	7	5		2	47
10	Yauco		1			1	2	5	2		11
11	San German Cabo Rojo		1	3		9 2	2				11 6
	District		1	3		11	2				17
12	Mayaguez					3 3	4	1 1			8
	District					6	4	2			12
13	Isabela					3					3
14	San Sebastian				1	1 1	1 9				2 11
į	District				1	2	10				13
15	Utuado				3 2	8 5	3				14 8
	District				5	13	4				22
16	Arecibo. Camuy			5	5	1	1				11 2
	District	!		5	5	2	1				13
17	(Manati Ciales Morovis			1		3	1				5 1
17	District.					4	1		1		$\frac{1}{7}$
18	Toa Alta.	<u> </u>					$\frac{1}{2}$			===	$==\frac{7}{2}$
19	Bayamon			<del></del>	===			<u> </u>			
10	Total	2	7	40	106	104	54	15	3	2	333

## FEMALES-SEVENTH GRADE.

1	San Juan Rio Piedras	 $\frac{1}{2}$	<b>4</b> 5	3	9 7	14 1	4	 1	36 15
	District	 3	9	3	16	15	4	 1	51
2	Carolina. Rio Grande	 	2	···· <u>·</u> 5	1			 	1 8
	District	 	2	5	2			 	9

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

FEMALE—SEVENTH GRADE—Continued.

	Locality.	2	3	4	5	6	7	8	9	10	Total.
3	(Fajardo Naguabo Neques Culebra			1	3 1 1	4 1 1	2 1				3
	District			1	5	6	3				15
4	HumacaoYabucoa			9	3	7	2				11 12
	District			9	5	7	2				23
5	Caguas San Lorenzo			1	2	1 1	$\frac{2}{2}$	····i			6
	District			1	2	2	4	1			10
6	Guayama			1	4			2			7
8	Juana Diaz					3		1	1		5
9	Ponce		2		3	5	8	8	1	2	29
10	Yauco		2				1	2	6	2	13
11	San German					5	5	1			11
12	Mayaguez		3		3	1	3	4		1	14
13	Aguadilla Isabela			1		1	$\frac{4}{2}$	4			10 2
	District			1		1	6	4			12
14	Lares					1	4				5
15	{Utuado Adjuntas				1	1 2	6	4	····i		3 14
	District				1	3	- 8	4	1		17
17	Manati Ciales.					·····i	3				3
	District					1	3				4
18	Vega Baja	1		4	3	3	2				13
19	Bayamon		2	5	3	2	1				13
	Total	1	12	33	37	58	65	31	9	6	251

### FEMALES-EIGHTH GRADE.

	Locality.	1	2	3	4	5	6	7	8	9	10	Total.
1	San Juan  Rio Piedras				2	2 1	5 2	4	3 4	1		15 14
	District	1			2	3	7	8	7	1		29
2	(Carolina						2					2
2	District						2					2
3	Fajardo					7		1	2			10
3	District					7		1	2			10
4	Humacao Yabucoa				4	1	4	5				9 5
	District				4	1	4	5				14
5	(Caguas			1		6	1	2				10
o	District			1		6	1	2				10

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. FEMALES-EIGHTH GRADE-Continued.

	Locality.	1	2	3	4	5	6	7	8	9	10	Total.
6	(Guayama		1		1		6		5			13
ь	District		1		1		6		5			18
8	Coamo		1			1	1					8
0	District		1			1	1					
9	Ponce				2		5	10	7	3	2	29
12	Mayaguez				2	2	2	5 4	3 4	2	1	15 10
	District				2	2	2	9	7	2	1	25
13	(Aguadilla Isabela							1 2	5			1
	District							3	5			8
14	San SebastianLares					1	2	4	1			1
	District					1	2	4	1			8
18	Vega Baja							5				
19	Bayamon				4	2	2	1				
	Total	1	2	1	15	23	32	48	34	6	3	165

### TOTAL FEMALES IN ALL GRADES.

1	San Juan  Rio Piedras	158 27	236 61	232 40	173 42	106 33	64 22	39 6	12 4	····i	1	1,021 236
	District	185	297	272	215	139	86	45	16	1	1	1, 257
2	Carolina Rio Grande	37 48	52 45	48 53	23 29	16 31	11 10	1 1			. ,	188 217
	District	85	97	101	52	47	21	2				405
	(FajardoNaguaboVieques	75	110 15	92 19	67	45 9	11 3	3 1	2			405 69
3	Culebra	24	25	49	32	9	1					140
	District	105	150	160	115	63	15	4	2			614
4	(Humacao Yabucoa Patillas	27 23 34	59 43 14	65 31 34	36 44 15	20 14 2	14	7				* 155 99
	District	84	116	130	95	36	14	7				482
5	(Caguas San Lorenzo Aguas Buenas	29 28 9	117 56 14	104 61 12	80 34 3	36 26 9	11 7 7	4 2	1			381 215 54
	District	66	187	177	117	71	25	6	1			650
6	Guayama Cayey.	110 45	117 59	132 70	59 55	20 33	11 8	4	7			456 274
	District	155	176	202	114	53	19	4	7			730
7	Aibonito Comerio Barros	20 46 43	34 28 19	39 18 15	21 3 12	3 4 10	1 1 1					118 100 100
	District	109	81	72	36	17	3					318

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

TOTAL FEMALES IN ALL GRADES—Continued.

	Locality.	1	2	3	4	5	6	7	8	9	10	Total.
8	(Coamo Juana Diaz Santa Isabel	33 50 15	56 24 28	41 45 12	49 32 15	22 16 5	6 5 6	2 2	4	1		207 179 83
	District	98	108	98	96	43	17	4	4	1		469
9	Ponce	249	300	152	129	100	66	43	23	4	6	1,072
10	Yauco Sabana Grande	88 29	109 35	51 48	56 25	29 17	10 4	3	8	8	2	364 159
	District	117	144	99	81	46	14	3	9	8	2	523
11	(San German Lajas Cabo Rojo	45 28 7	83 24 32	49 13 29	30 12 33	37 6 25	24 3 2	8	1			277 86 128
	District	80	139	91	75	68	29	8	1			491
12	MayaguezAñasco	109 39 28	142 40 16	118 43 15	59 34 4	33 18 8	23 17 1	19 5	7 5	2	2	512 203 72
	District	176	198	176	97	59	41	24	12	2	2	787
13	Aguadilla Aguada Isabela	48 12 20	69 20 21	61 16 37	63 6 10	7 8	8 3 3	6	4 5			283 64 108
	District	80	110	114	79	39	14	10	9			455
14	San SebastianLares	38 42 23	39 18 16	17 20 10	21 7 5	11 12 11	6 11 3	2 20	1			135 130 68
	District	103	73	47	33	34	20	22	1			333
15	UtuadoAdjuntas	80 6	50 <b>3</b> 2	60 20	36 21	17 21	22	12 7	4	1		277 119
	District	86	82	80	57	38	29	19	4	1		396
16	Arecibo	67 55	120 67	137 39	134 51	50 34	5 3	2				513 251
	District	122	187	176	185	84	8	2		<u></u>		761
17	ManatiCiales	27 22 7	56 27 8	62 41 3	39 10 2	25 8 10	13 3 4	6 3 3		1		228 114 38
	District	56	91	106	51	43	20	12		. 1		380
18	Toa AltaVega Baja	37 88	58 21	34 58	27 40	25 21	3 5	7 7				191 240
	District	125	79	92	67	46	8	14				431
19	Bayamon	85	125	122	77	21	16	3	2			451
	Total	2,166	2,740	2,467	1,771	1,047	465	232	91	18	11	11,008

### BOTH SEXES—FIRST GRADE.

	Locality.	1	2	3	4	5	6	Total.
1	(San Juan	28 <b>6</b> 48	261 87	77 <b>2</b>	11	6	1	645 137
•	District	334	351	79	11	6	1	782
2	Carolina	59 87	69 81	16 19	2			144 189
	District	146	150	35	2			333

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—FIRST GRADE—Continued.

	Locality.	1	2	3	4	5	6	Total.
	(Fajardo	137	138	22	3		1	301
3	NaguaboVieques	19 } 37	26	16				61
3	Culebra	37	18					55
	District	193	182	38	3		1	417
	(Humacao Yabucoa	46 27	51 7	7		ļ		104 34
4	Patillas	54	16	15				85
	District	127	74	22				223
	(Caguas.	51 48	122 45	25				198 104
5	San Lorenzo Aguas Buenas	19	16	11 17				52
	District	118	183	53				354
	(Guayama	189	182	49	7	1		428
6	Cayey	71	91	30	5			197
	District	260	273	79	12	1		625
	Aibonito Comerio.	59 66	67 52	7 7		1		133 126
7	Barros	97	45					142
	District	222	164	· 14		1		401
	Coamo	74	74	14	1			163
8	Juana Diaz.  Santa Isabel	$\frac{83}{26}$	$\frac{31}{25}$	26	4	1		145 51
	District	183	130	40	5	1		359
9	Ponce	443	351	108	30	11		943
	(Yauco	208	170	6				384
10	Sabana Grande	81	78	49	14			222
	District	289	248	55	14			606
	(San German	83	105	8	3			199 102
11	Lajas	63 16	39 12	6	1			35
	District	162	156	14	4			336
	(Mayaguez	218	135	37	1			391
12	Añasco Maricao	82 62	49 28	12	18	4		165 90
	District	362	212	49	19	4		646
	(Aguadilla	82	113	32	3	3		233
13	Aguada Isabela	31 48	31 41	13 31	6	i		75 127
10	District	161	185	76	9	4		435
	(San Sebastian	89	59	25	1			174
	Lares	75	26	13	1			115
14	Las Marias.	47		12	1			89
	District	211	114	50	3	<del></del>		378
15	(Utuado	149 31	49 56	3				198 90
15	District	180	105	3				288
	(Arecibo	135	197	110	54	1		497
16	Camuy	129	117	49	20	7	1	323
	District	264	314	159	74	8	1	820
	(Manati	65	59	33	3			160
17	Ciales (Morovis	43 11	53 13	33 8	$\frac{1}{6}$	1		131 38
	District	119	125	74	10	1		329
j	2.000.00	110						

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—FIRST GRADE—Continued.

	Locality.	1	2	3	4	5	6	Total.
18	Toa AltaVega Baja	57 177	100 44	29 25	3 1			189 247
	District	234	144	54	4			436
19	Bayamon	155	215	108	16			494
	Total	<b>4</b> , <b>1</b> 63	3,676	1, 110	216	37	3	9, 205

#### BOTH SEXES-SECOND GRADE.

	Locality.	1	2	3	4	5	6	7	8	Total.
1	(San Juan	15 3	165 25	219 31	99 11	26 1	2			526 71
	District	18	190	250	110	27	2			597
2	Carolina	3	29 10	43 47	10 18	7 1				92 77
	District	4	39	90	28	8				169
	(FajardoNaguaboVieques	9 2	77 8	66 16	6	1				159 32
3	Culebra	} 7	28	36	15	2			•••••	88
	District	18	113	118	27	3				279
4	Humacao Yabucoa Patillas	5 8 1	67 61 4	52 2 32	29					126 71 46
•	District	14	132	86	11					243
_	CaguasSan Lorenzo	6 11	90 36	97 34	31 10	1 1				225 92
5	Aguas Buenas	17	7	9	3	4				21
	District	17	133	140	44	2				338
6	Guayama Cayey	7	65 28	130 68	39 24	6	1			243 128
	District	8	93	198	63	8	1			371
7	(Aibonito		4 3 6	41 5 12	1 1	2				45 11 19
	District		13	58		2				75
	(Coamo Juana Diaz	1	35 10	59 41	14	1				110 51
8	Santa Isabel	10	24	15	1					50
	District	11	69	115	15	1				211
9	Ponce	46	223	176	127	48	13	2		635
10	Yauco Sabana Grande	3	67 13	58 38	21 22	5 8				155 81
	District	3	80	96	43	13	1			236
11	San German  Lajas  Cabo Rojo	15 1 9	51 26 52	28 11 50	7 7 12	3				104 45 125
	District	25	129	89	26	5				274
12	MayaguezAñasco	7	138 20 11	70 27 8	2 3					217 50 26
	District	14	169	105	5					293

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—SECOND GRADE—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
13	AguadillaAguada Aguada {Isabela	7	44 13 4	71 20 24	60 4 12	11 1 2	1			193 39 42
	District	7	61	115	76	14	1			274
14	(San Sebastian Lares Las Marias	2	20 20 5	19 19 13	19 3 10	3	1			61 42 38
	District	2	45	51	32	10	1			141
15	(UtuadoAdjuntas	6	58 17	62 29	9					135 50
	Dis <b>t</b> rict	6	75 ————	91	13					185
16	(Arecibo	1	19 4	24	68 45	21	i			184 96
	District	1	23	112	113	30	1			280
17	(Manati Ciales (Morovis		63 11 2	95 37 2	18 12 4	3 3 2	2		1	182 63 10
	District		76	134	34	8	2		1	255
18	Toa Alta Vega Baja		17 10	21 43	8 23	5 9	2			53 85
	District		27	64	31	14	2			138
19	Bayamon	10	55	63	20	3				151
	Total	204	1,745	2, 151	820	198	24	2	1	5, 145
		В	OTH SE	XES-T	HIRD G	RADE.				
1	(San Juan Rio Piedras	1	22 3	106 23	109 18	53 6	11	2	1	305 50
-	District	1	25	129	127	59	11	2	1	355
2	Carolina Rio Grande		7 3	21 18	26 25	6 23	1 3			61 72
	District		10	39	51	29	4			133
	(Fajardo	,	20 4	56 9	68 11	15 2	1	1		161 26
3	Culebra	}	3	38	17	6				64
	District		27	103	96	23	1	1		251
4	(Humacao Yabucoa Patillas	3	22	47 6 20	43 6 15	5 1				95 37 36
	District	3	22	73	64	6				168
5	(Caguas San Lorenzo Aguas Buenas		28 27 2	78 61 2	66 28 4	15 5 7	1			187 121 16
	District		57	141	98	27	1			324
6	GuayamaCayey	6	10 4	76 41	41 53	3 4				136 102
*	District	6	14	117	94	7				238
7	(Aibonito Comerio Barros		16	25 24 15	18	10				25 40 43
	District	<u> </u>	16	64	18	10				108

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Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—THIRD GRADE—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
8	(Coamo Juana Diaz Santa Isabel	2	2	22 27 10	56 34 31	18 15	5 2			10: 82 41
	District	2	2	59	121	33	7			224
9	Ponce	3	26	51	87	54	10	1		232
10	YaucoSabana Grande		2 2	32 11	49 24	11 22				9- 59
	District		4	43	73	33				158
11	(San German Lajas Cabo Rojo	1	23 3 1	53 6 4	41 8 22	24 1 17	5 1 2			147 19 46
	District	1	27	63	71	42	8			212
12	Mayaguez   Afiasco   Maricao	1	13 5 3	133 40 24	50 - 27 1	9 3 1				206 75 29
	District	1	21	197	78	13				310
13	Aguadilla Aguada Isabela		3	29 4 4	59 6 19	16 13 9	6 4	1		113 28 32
	District		3	3.7	84	38	10	1		178
14	(San Sebastian		2	11 14 1	29 1	6 2 5	<u>1</u>			47 17 11
	District		2	26	30	13	4			78
15	(Utuado		3 9	49 18	44 21	8 5	1			105 58
	District		12	67	65	13	1			158
16	Arecibo	1	8	44 15	69 30	10 13	1			13a 59
	District	1	9	59	99	23	1			192
17	Manati   Ciales   Morovis		3	19 3 1	14 10	8 7 5	3 1			47 21 6
	District		3	23	24	20	4			74
18	Toa Alta Vega Baja	6	18	41 42	31 29	14 7	1	1		111 79
	District	6	18	83	60	21	1	1		190
19	Bayamon	1	4	72	47	16	12	1		158
	Total	25	302	1,446	1,387	480	75	7	1	3, 728
		BO'	гн sex	ES-FO	URTH (	GRADE.				
1	(San Juan Rio Piedras	2	7	35 4	100 34	61 10	30 6	3	1	239 54
	District	2	7	39	134	71	36	3	1	293
2	(Carolina		1	7	16 7	7 16	2 5	1 1		34 29
	District		1	7	23	23	7	2		68

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—FOURTH GRADE—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
	(Fajardo		5	18	34	15	2			74
3	NaguaboVieques	}		5	12 5	3				20 8
-	Culebra	J	5	26	51	18	2			102
	(Humacao			12	23	13			<del></del>	48
4	Yabucoa Patillas		2	43	24 5	2				69
	District		2	55	52	15				124
	Caguas		1 6	19 10	57 12	16 6	4			97 36
5	San Lorenzo Aguas Buenas	2		10	1	10	4			15
	District	2	7	29	70	32	8			148
6	Guayama Cayey		1	29 4	14 17	8	4			56 31
U	District		1	33	31	18	4			87
	(Aibonito		4	2	25 5	6	1			25 18
7	Barros		4	7	10	. 5	1			23
	District		4	9	40	11	2		<u></u>	66
	Coamo	·····i		4	41 17	12 12	 		 	53 34
8	{Santa Isabel				1	5	11	2		19
9	District	1	3	8	59 18	62	11 42	$\frac{2}{23}$	4	106
9	Ponce		===	2	39	16	2			161 ———————————————————————————————————
10	Sabana Grande			ī	4	16	5		1	27
	District			3	43	32	7		1	86
	(San German Lajas			7	25 8	38 14	15 2	1		86 25
11	Cabo Rojo			12	25 58	19 71	17	$\frac{1}{2}$		160
	(Mayaguez		1	13	55	42	5			116
12	Añasco		1 1	8 3	33	13 11	8	3		66 23
	District	<del></del>	3	24	95	66	14	3		205
	(Aguadilla		<del></del>	8	29	25	12	1		75
13	Aguada   Isabela			1	7	5 5	$^6_2$	2		13 15
	District			9	36	35	20	3		103
	(San Sebastian Lares	5		2	9	2 7	1 4			12 28
14	Las Marias					3	1	1		5
	District	5 		2	19	12		1		45
15	{Utuado		1 1	8	22 31	16 15	4	3		5 <u>4</u> 51
	District		2	12	53	31	4	3		105
10	Arecibo		4	9 3	74 21	37 32	5			129 57
16	District		5	12	95	69	5			186
1	ļ									

Locality.

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Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—FOURTH GRADE—Continued.

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Total.

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17	(Manati Ciales Morovis		2	12	48 9 1	32 7 9	12 3 4	3		106 19 17
	District		2	12	58	48	19	3		142
18	Toa AltaVega Baja		2	13	12 8	24 21	6 4	4		50 46
	District		2	15	20	45	10	4		96
19	Bayamon		5	13	23	13	8	5	3	70
	Total	11	49	324	978	701	222	54	9	2,348
		В	OTH SE	XES-F	IFTH G	RADE.				
1	(San Juan Rio Piedras		1 1	3 2	14 6	38 16	31 11	11 3	6	104 40
	District		2	5	20	54	42	14	7	144
2	Carolina			1	8	20 16	4 7	3		33 27
	District			1	9	36	11	3		60
-	(FajardoNaguabo			2	19	21 7	5 3			47 13
3	Vieques Culebra	}		4	14	8	1			27
	District			6	36	36	9			87
4	Humacao Yabucoa			7	2 22	7 22	6			15 51
	District			7	24	29	6			66
5	CaguasSan LorenzoAguas Buenas		3	1	4 14	34 21 2	13 6 5	1		52 45 7
	District		3	1	18	57	24	1		104
6	Guayama Cayey			18 2	21 14	27 34	5 16	2	2	71 70
Ì	District			20	35	61	21	2	2	141
7	Aibonito			1 3 2	11 2 4	3 10 12	2 3 12	2 1		19 19 30
	District			6	17	25	17	3		68
8	Coamo Juana Diaz Santa Isabel				6 7 1	17 7 6	6 8	1		29 14 16
	District				14	30	14	1		59
9	Ponce		5	9	24	20	20	8		86
10	Yauco Sabana Grande			1	16	38 6	17 10		1	73 16
10	District			1	16	44	27		1	89
11	San German   Cabo Rojo				7 10	11 16	11	3	4	36 27
**	District			1	17	27	11	3	4	63
12	(MayaguezAñasco					6 25	44 16	12		62 45
14	District				4	81	60	12		107
,										

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. BOTH SEXES-FIFTH GRADE-Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
13	Aguadilla Aguada Isabela				10	10 2 5	6 6 3	1		27 9 9
	District			2	10	17	15	1		45
14	San SebastianLares			1	3 2	10 10	14 10	2 4		30 27
	District	1		1	5	20	24	6		57
15	{Utuado				12	6 20	23 2	11		40 34
	District				12	26	25	11		74
16	Arecibo				6 5	40 14	5	1		46 25
	District				11	54	5	1		71
17	Manati   Ciales   Morovis		l		3	15 4 6	10 3 7	7 3 2		35 10 15
	District				3	25	20	12		60
18	Toa AltaVega Baja			1	1 9	8 3	4	1		15 13
	District			1	10	11	5	1		28
19	Bayamon			10	26	5	1			42
	Total	1	10	71	311	608	357	79	14	1, 451

### BOTH SEXES-SIXTH GRADE.

	Locality.	1	2	3	4	5	6	7	8	9	10	Total.
1	San Juan Rio Piedras:				10 2	29 17	30 8	29 5	2			98 34
	District				12	46	38	34	2			132
2	Carolina Rio Grande			i	3 3	5 9	10 13	1				19 27
	District			1	6	14	23	2				46
3	(Fajardo Naguabo Vieques Culebra			1	6 2 1	27 11 5	4 2					38 15
э	Culebra	·····		1	1	3						
	District			2	9	43	6			<u></u>		60
4	Humacao				6	7	7					20
5	Caguas San Lorenzo			····i	7	6 8	9	1				17 22
	District			1	8	14	15	1				39
6	Guayama Cayey				6	7 1	5 14	7	····· <u>2</u>			18 24
	District				6	8	19	7	2			42
7	Aibonito	••••			7	11	2		2			22
8	Coamo Juana Diaz		1	1		6 5	9	5 5	4 3			24 18
	District		1	1		11	12	10	7			42
9	Ponce		1	5	9	20	24	8	5		2	74

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—SIXTH GRADE—Continued.

Locality.	1	2	3	4	5	6	7	8	9	10	Total.
Yauco			. 1			. 5	5	7	5	1	2
San German			-,		. 1	15 3	3				1
District			. 2	9	2	18	3				8
MayaguezAñasco				-		12 6	8 6	3 2			
District					7	18	14	5			4
(Aguadilla Aguada Isabela					1 3 1	2 6	2 3				1
District					5	8	5	ļ	·¦		1
(San Sebastian				1	6	$\frac{1}{2}$	3 13			1	2
District				. 1	6	3	16			1	2
Utuado Adjuntas	• • • • • • •				6 3	9 8	8 3				2 1
District					9	17	11				3
Arecibo Camuy					17 3	2 2	····i				3
District				12	20	4	i				3
Manati Ciales Morovis					1	5 1 3	3 2		1 2		
District				1	1	9	7		3		2
				····i		1 4	3 1				1
District				1	6	5	4				1
Bayamon	• • • • • •			4	2	1					
Total		2	13	91	232	234	128	30	8	4	745
	вотн	I SEX	ES-S	EVEN	TH G	RADE					
San Juan		1	1 3	5 8	7 4	20 10	25 3	7	1	2	69
District		1	4	13	11	30	28	7	1	2	97
Carolina				2	2 5	<b>4</b> 3	3				€ 13
District				2	7	7	3				19
Naguabo					4	3	3 4	- 1			12 8
Culebra											5
District			•••••	2	7	8	7	1			25
Humacao					4	17	6				27
	Yauco.  San German Cabo Rojo.  District  Mayaguez Añasco.  District  (Aguadilla Aguada Isabela.  District  (San Sebastian Lares.  District  (Utuado Adjuntas  District  (Arecibo Camuy  District  (Manati Ciales Morovis  District  Toa Alta Vega Baja  District  Bayamon  Total.  San Juan Rio Piedras  District  Carolina Rio Grande  District  Fajardo.  Naguabo Vieques Culebra	Yauco.         (San German Cabo Rojo.           District         (Mayaguez Afiasco.           District         (Aguadilla Aguada Isabela.           District         (San Sebastian Lares.           District         (Utuado Adjuntas.           District         (Manati Ciales.           Morovis.         (Manati Ciales.           Morovis.         (Marcial Ciales.)           Morovis. </td <td>Yauco.  (San German Cabo Rojo District  (Mayaguez Afiasco District  (Aguadilla Aguada Isabela District  (San Sebastian Lares District  (Utuado Adjuntas District  (Arecibo Camuy District  (Manati Ciales Morovis District  Toa Alta Vega Baja District  Bayamon Total 2  BOTH SEX  San Juan Rio Piedras. District  Carolina Rio Grande District  Fajardo Naguabo Vieques Culebra Vieques Culebra  Rio Piedras Pistrict  Fajardo Naguabo Vieques Culebra Vieques Culebra Vieques Culebra</td> <td>Yauco.         1           (San German)         2           (District)         2           (Mayaguez)         2           Afasco         3           (District)         3           (San Sebastian)         4           Lares         4           (District)         4           (Utuado)         4           Adjuntas         4           District)         4           (Camuy)         4           District)         4           (Cales)         4           Morovis         4           District)         4           Toa Alta         4           Vega Baja         4           District         4           Bayamon         4           Total         2           San Juan         1         1           Rio Piedras         3         3           District         1         4           Carolina         4         4           Carolina         6         4           Rio Grande         4         4           Oliebra         4         4           Calebra</td> <td>Yauco.       1         (San German)       2       9         District       22       9         Mayaguez.      </td> <td>Yauco.       1      </td> <td>Yauco.         1        </td> <td>Yauco.         1        </td> <td>Yauco.         1          5         5         7           (San German)         2         9         1         15         3            District         2         9         2         18         3            Mayaguez.         4         12         8         3           Afasco.         3         6         6         2         2         9         2         18         3           Afasco.         3         6         6         2         2         1         4         12         8         3         3           Afasco.         3         1         6         2         2         1           Afasco.  </td> <td>Yauco         1          5         5         7         5           (San German)         2         9         1         15         3             Cabo Rojo         2         9         1         15         3             District         2         9         2         18         3             Mayaguez         4         12         8         3   </td> <td>Yauco.         1          5         5         7         5         1           San German Cabo Rojo.         2         9         1         3  </td>	Yauco.  (San German Cabo Rojo District  (Mayaguez Afiasco District  (Aguadilla Aguada Isabela District  (San Sebastian Lares District  (Utuado Adjuntas District  (Arecibo Camuy District  (Manati Ciales Morovis District  Toa Alta Vega Baja District  Bayamon Total 2  BOTH SEX  San Juan Rio Piedras. District  Carolina Rio Grande District  Fajardo Naguabo Vieques Culebra Vieques Culebra  Rio Piedras Pistrict  Fajardo Naguabo Vieques Culebra Vieques Culebra Vieques Culebra	Yauco.         1           (San German)         2           (District)         2           (Mayaguez)         2           Afasco         3           (District)         3           (San Sebastian)         4           Lares         4           (District)         4           (Utuado)         4           Adjuntas         4           District)         4           (Camuy)         4           District)         4           (Cales)         4           Morovis         4           District)         4           Toa Alta         4           Vega Baja         4           District         4           Bayamon         4           Total         2           San Juan         1         1           Rio Piedras         3         3           District         1         4           Carolina         4         4           Carolina         6         4           Rio Grande         4         4           Oliebra         4         4           Calebra	Yauco.       1         (San German)       2       9         District       22       9         Mayaguez.	Yauco.       1	Yauco.         1	Yauco.         1	Yauco.         1          5         5         7           (San German)         2         9         1         15         3            District         2         9         2         18         3            Mayaguez.         4         12         8         3           Afasco.         3         6         6         2         2         9         2         18         3           Afasco.         3         6         6         2         2         1         4         12         8         3         3           Afasco.         3         1         6         2         2         1           Afasco.	Yauco         1          5         5         7         5           (San German)         2         9         1         15         3             Cabo Rojo         2         9         1         15         3             District         2         9         2         18         3             Mayaguez         4         12         8         3	Yauco.         1          5         5         7         5         1           San German Cabo Rojo.         2         9         1         3

16

2 5

2 5 4 6 3

8 17

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47

14

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20

22

District .....

District .....

Caguas.....San Lorenzo

6 Guayama ....

5

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd. BOTH SEXES-SEVENTH GRADE-Continued.

	Locality.	1	2	3	4	5	6	7	8	9	10	Total.
8	Juana Diaz					1	3	2	3	3		12
9	Ponce			3	2	8	9	9	8	2	2	43
10	Yauco			2				2	6	9	3	22
11	San German		ļ				8	7	1			16
12	Mayaguez			5		12	4	3	4		1	29
	(Aguadilla		i		1	1	1	7	5			15
13	Isabela					2	1	5	1			9
	District		ļ		1	3	2	12	6			24
14	Lares						3	7			<u> </u>	10
15	Utuado					1	3 3	5 8	6	1		9 19
10	District					2	6	13	6	1		28
	(Manati							10			2	12
17	Ciales					<u> </u>	1		1			2
	District		<u></u>			•••••	1	10	1		2	14
18	Vega Baja		1		6	7	7	3				24
19	Bayamon			2	5	11	2	1				21
	Total		2	16	50	92	118	119	50	16	10	473
No.	(San Juan	1	2			4	11	13	9			40
1	Rio Piedras				3	2	3	6	10	1		25
	District	1	2		3							
2	Carolina					6	14	19	19	1		65
_	Dr. C.				<u> </u>		4	19 1	19	1		
	District											
3	Fajardo						4	1				5
3	·						4	1 1				5 5
	Fajardo   District					7	4 2	1 1 2				5 5 13 13 13
3	Fajardo				8	7	4 2 2 2 6	1 1 2 2 2 9				5 5 13 13 13 15
	Fajardo					7 7 2 3 3	4 2 2 6	1 1 2 2 9				5 5 13 13 15 11 26
	Fajardo. District Humacao Yabucoa District Caguas				8 8	7 7 7 3 3 6	4 2 2 6 6	1 1 2 2 9 9				5 5 13 13 15 11 26 14
4	Fajardo.  District  Humacao Yabucoa  District  Caguas  District				8 8	7 7 7 3 3 6	4 2 2 2 6 6	1 1 2 2 9 9	2 2			5 13 13 15 11 26 14 14
4	Fajardo.  District  Humacao Yabucoa  District  Caguas  District  Guayama				8 8	7 7 7 3 3 6 3 6	4 2 2 6 3 3 13	1 1 2 2 9  9 4 4 4	2 2 2 			5 5 13 13 15 11 26 14 14
4	Fajardo. District Humacao Yabucoa District Caguas. District Guayama District			1 1 1	8 8	7 7 7 3 3 6 3 8 8	4 4 2 2 6 3 3 13	1 2 2 9 4 4 4 1	2 2  11 11			5 5 13 13 15 11 26 14 40
4	Fajardo. District Humacao Yabucoa District Caguas District Guayama District Guayama Coamo			1 1 1 1	8 8 8 3 3	7 7 7 3 3 6 3 8 8	4 2 2 6 3 3 13 13	1 2 2 9 9 4 4 4 1 1	2 2  11 11 11			5 5 13 13 15 11 26 14 14 40 40
4 5 6 8	Fajardo. District Humacao Yabucoa District Caguas. District Guayama District  Coamo District			1 1 1	8 8 8 3 3	7 7 7 3 3 6 3 8 8	4 2 2 6 3 3 13 13	1 2 2 9  9 4 4 1 1	2 2  11 11 11			5 13 13 15 11 26 14 14 40 40 4
5	Fajardo. District Humacao Yabucoa District Caguas District Guayama District Coamo District Ponce			1 1 1 1	8 8 8 3 3	7 7 7 3 3 6 3 8 8 1 1	4 4 2 2 6 3 3 13 13 11 11	1 2 2 99 4 4 1 1 19	2 2 2  11 11 11 11 11 14			5 5 13 13 13 15 11 26 14 40 40 4 4 65
4 5 6 8 9	Fajardo. District Humacao Yabucoa District Caguas. District Guayama District  Coamo District			1 1 1 1	8 8 8 3 3	7 7 7 3 3 6 3 8 8	4 2 2 6 3 3 13 13	1 2 2 9  9 4 4 1 1	2 2  11 11 11			5 13 13 15 11 26 14 14 40 40 4
4 5 6 8	Fajardo. District Humacao Yabucoa District Caguas District Guayama District Coamo District Ponce.			1 1 1 1	8 8 8 3 3	7 7 7 3 3 6 3 8 8 1 1 1 5	4 4 2 2 6 3 3 13 13 11 11 8	1 2 2 99 4 4 1 1 19	2 2			5 5 13 13 15 11 26 14 40 40 4 4 65 31
4 5 6 8 9	Fajardo. District Humacao Yabucoa District Caguas District Guayama District Coamo District Ponce. Mayaguez Añasco. District Aguadilla			1 1 1 1	8 8 8 3 3 3	7 7 7 3 3 3 6 6 3 8 8 1 1 1 5 3	4 4 2 2 2 6 6 3 3 13 13 11 11	1 2 2 9 4 4 4 1 1 1 1 19 8 7 15	2 2 2	7		5 5 13 13 15 11 26 14 14 40 40 4 4 4 47
4 5 6 8 9	Fajardo. District Humacao Yabucoa District Caguas. District Guayama District  Coamo District Ponce Mayaguez Añasco District			1 1 1 1	8 8 8 3 3 3	7 7 7 3 3 3 3 6 6 3 8 8 8 8 1 1 1 5 5 3 3	4 2 2 6 3 3 13 13 11 11 8 8	1 1 2 2 9 4 4 4 1 1 1  19 8 7	2 2 2	7		5 5 13 13 15 11 26 14 14 40 40 4 45 55 31 16

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—EIGHTH GRADE—Continued.

******	Locality.	1	2	3	4	5	6	7	8	9	10	Total.
14	San SebastianLares						3	1 5	2			3 10
14	District					2	3	6	2	<u></u>		13
18	Vega Baja							7			!	7
19	Bayamon				5	4	2	1				12
	Total	2	5	2	25	46	68	91	69	10	7	325

## TOTAL, BOTH SEXES, IN ALL GRADES.

_												
1	San JuanRio Piedras	305 51	462 116	441 65	348 82	224 56	136 38	83 17	24 13	1 1	2	2,026 439
•	District	356	578	506	430	280	174	100	37	2	2	2,465
2	Carolina	62 88	106 94	88 85	63 58	47 70	25 31	3 8				394 434
	District	150	200	173	121	117	56	11				828
	FajardoNaguabo	146 21	240 38	165 46	136 34	90 24	19 8	6	3			805 175
3	Vieques   Culebra	} 44	49	82	54	23	2					254
	District	211	327	293	224	137	29	10	3			1,234
•	(Humacao	51 38	118 92	118 58	76 76	36 29	36	15				450 293
4	Yabucoa Patillas	55	20	67	29	3						174
	District	144	230	243	181	68	36	15				917
	CaguasSan Lorenzo	57 61	241 117	220 118	161 71	83 41	32 13	10	3			804 426
5	Aguas Buenas	19	25	28	8	21		<u></u>				111
	District	137	383	366	240	145	55	12	3			1,341
6	Guayama Cayey	203 72	260 123	303 145	132 113	66 55	34 31	9	15 4			1,014 552
	District	275	383	448	245	121	65	10	19			1,566
	(Aibonito	59 66	71 75	74 41	43 8	14 19	4 4	2	2			269 214
7	Barros	97	51	36	33	27	13					257
	District	222	197	151	84	60	21	3	2			740
	Coamo	75 86	110 44	95 99	118 62	55 · 41	21 8	5 7	5 6	3		484 356
8	Santa Isabel	36	49	25	34	11	19	3				177
	District	197	203	219	214	107	48	15	11	3		1,017
9	Ponce	493	609	360	300	228	129	70	31	9	10	2,239
10	Sabana Grande	211 81	239 93	102 99	125 64	70 52	25 15	7	14 1	14	4	811 405
	District	292	332	201	189	122	40	7	15	14	4	1,216
	(San GermanLajas	99 64	179 68	96 18	83 23	77 15	54 3	14	5			607 191
11	Cabo Rojo	25	65	67	79	55	5	1				297
	District	188	312	181	185	147	62	15	5			1,095
	(MayaguezAñasco	226 82	287 75	258 87	111 85	76 48	73 30	31 16	15 9	<sub>2</sub>	2	1,079 434
12	Maricao	69	43	35	8	12	1			<u> </u>		168
	District	377	405	380	204	136	104	47	24	2	2	1,681

Table 14.—Years in graded common schools of pupils enrolled March 2, 1906—Cont'd.

TOTAL, BOTH SEXES, IN ALL GRADES—Continued.

	Locality.	1	2	3	4	5	6	7	8	9	10	Total.
13	Aguadilla Aguada Isabela	89 31 48	160 44 45	141 37 61	162 10 44	68 24 25	26 19 12	11 6 12	5 6			662 171 253
	District	168	249	239	216	117	57	29	11			1,086
14	San Sebastian Lares Las Marias	89 81 49	79 46 36	56 48 26	61 18 11	21 27 15	17 22 5	6 29 1	2		1	332 271 143
	District	219	161	130	90	63	44	36	2		1	746
15	(Utuado	155 31	111 83	119 54	75 68	37 44	40 13	27 11	6	····i		564 311
	District	186	194	173	143	81	53	38	6	1		875
16	Arecibo	136 130	228 123	251 91	283 121	114 90	8 9	2				1,020 566
	District	266	351	342	404	204	17	2				1,586
17	Manati   Ciales   Morovis	65 43 11	127 64 15	159 73 11	87 32 11	58 22 23	32 9 14	19 6 7	1 1	1 2	2	550 251 94
	District	119	206	243	130	103	55	32	2	3	2	895
18	Toa AltaVega Baja	63 177	137 55	94 123	55 77	51 53	13 17	9 11				422 513
	District	240	192	217	132	104	30	20				935
19	Bayamon	166	279	268	146	54	26	8	3			950
	Total	4, 406	5, 791	5, 133	3, 878	2,394	1, 101	480	174	34	21	23, 412

 $\label{thm:common_schools} \textbf{Table 15.--Years in rural common schools of pupils enrolled March 2, 1906.}$  MALES-FIRST GRADE.

	Locality.	1	2	3	4	5	6	Total.
1	San Juan   Rio Piedras   San Juan   Rio Piedras   San Juan   Rio Piedras   San Juan   Rio Piedras	139 108	105 38	20 2	9			273 149
	District	247	143	22	10			422
2	Carolina Rio Grande	107 108	78 95	28 23				213 226
	District	215	173	51				439
3	(Fajardo Naguabo Vieques	100 22	29 50 33	17 5 9	1			146 78 86
Ü	Culebra	165	112	31	2			310
4	(Humacao Yabucoa Patillas	117 136 60	36 43 13	8 3 1	2 1			163 183 74
	District	313	92	12	3			420
5	(Caguas San Lorenzo Aguas Buenas	135 104 29	42 52 33	26 9 8	68			209 165 78
	District	268	127	43	14			452
6	Guayama Cayey	111 88	39 54	21 9	10	4		185 152
	District	199	93	30	10	5		337

 $\begin{tabular}{ll} \textbf{Table 15.--Years in rural common schools of pupils enrolled March 2, 1906---Cont'd.} \\ \textbf{MALES-FIRST GRADE---Continued.} \\ \end{tabular}$ 

	Locality.	1	2	3	4	5	6	Total.
7	(Aibonito Comerio Barros	43 98 194	19 32 45	11 4 18	7 2 3	1		80 136 261
	District	335	96	33	12	1		477
8	(Coamo	111 138 34	72 84 43	44 37 5	12 14	5 1	1 2	245 276 82
	District	283	199	86	26	6	3	608
9	Ponce.	227	184	87	21	3	1	528
10	Yauco Sabana Grande	154 73	117 80	22 16	3			296 169
	District	227	197	38	3	1		465
1	(San German Lajas (Cabo Rojo	146 61 108	67 48 84	26 33 46	11 13 14	1 1 4		251 156 256
	District	315	199	105	38	6		663
.2	(Mayaguez. Añasco. (Maricao.	179 122 54	141 46 41	31 22 5	7 7 3	1	1 1	359 198 104
	District	355	228	58	17	1	2	661
3	(Aguadilla Aguada (Isabela	151 55 109	122 47 71	46 11 18	9 9 12	3 1 3	1	331 124 213
	District	315	240	75	30	7	1	668
4	(San Sebastian Lares Las Marias	238 152 144	93 68 49	36 30 17	10 7	5 3		382 260 210
	District	534	210	83	17	8		852
5	{Utuado	141 77	90 65	7 12	5 3	1		243 158
	District	218	155	19	8	1		401
6	Arecibo	140 96	107 94	68 37	27 14	7 2	1	350 243
	District	236	201	105	41	9	1	593
7	(Manati Ciales Morovis	64 59 49	49 60 27	25 28 16	3 7 1	4		145 154 93
	District	172	136	69	11	4		392
8	Toa Alta Vega Baja	89 94	53 53	10 14		2	1	157 165
	District	183	106	24	6	2	1	322
9	Bayamon	389	169	64	10	5	2	639
	Total	5, 196	3,060	1,035	279	58	11	9, 639

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Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—SECOND GRADE.

Rio Piedras		Locality.	1	2	3	4	5	6	7	8	Total.
Carolina	1						6				4 <b>1</b> 67
Rio Grande		District	8	61	26	7	6				108
Fajardo	2	Carolina					1				118 151
Aguabo		District	7	87	99	70	3	3			269
District	3	Naguabo Vieques	}	14	31	2	2				50 49 18
Humacao   18   7   8   1   34   38   38   38   38   38   38   38			, ———	37	62	16					117
Caguas	4	(Humacao		18 26	7 13	8	1				34 - 39 14
San Lorenzo		District		48	28	10	1				87
Guayama	5	San Lorenzo		18	5	3					40 26 24
6         Cayéy         27         26         5         6         64           District         11         61         62         14         8         1          157           Aibonito         1         7         20         9         4           44         54           Barros         4         47         21         14         4         7          97           District         9         87         54         27         8         7          192           Coamo         8         31         64         33         14         1          151           Juna Diaz         1         120         16           33           Santa Isabel         1         20         16           33           Ponce         6         62         94         55         15         3         2         287           9         Ponce         6         62         94         55         15         3         2         233           10         Sabana Grande         11         2		District	1	38	31	15	. 5				90
Aibonito	6		11					1			93 64
Comerio		District	11	61	62	14	8	1			157
Coamo	7	Comerio	4	33	13	4		7		1	41 54 97
Santa Isabel		District	9	87	54	27	8	7			192
9 Ponce	8	Juana Diaz	1	17	49						151 · 99 37
Yauco		District	10	68	129	54	21	5			287
Sabana Grande	9	Ponce	6	62	94	55	15	3	2		237
$ \begin{bmatrix} \text{San German} & & 2 & 31 & 32 & 22 & 3 & 2 & 1 & 99 \\ \text{Lajas} & & 2 & 7 & 17 & 14 & 11 & 4 & & 55 \\ \text{Cabo Rojo} & & 2 & 13 & 36 & 16 & 11 & 2 & 1 & & 81 \\ \textbf{District} & & 6 & 51 & 85 & 52 & 25 & 8 & 2 & & 225 \\ & & & & & & & & & & & & & & & & & & $	10	Yauco Sabana Grande	4				12				123 42
Lajas		District	4	57	57	35	12		<u></u>		165
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	11	Lajas	2	7	17	14	11	4			93 55 81
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		District	. 6	51	85	52	25	8	2	·	229
$ \begin{bmatrix} \text{Aguadilla} & & & 7 & 33 & 84 & 37 & 10 & 1 & 8 & & & 180 \\ \text{Aguada} & & 2 & 11 & 10 & 7 & 7 & 4 & 1 & 1 & 43 \\ \text{Isabela} & & 3 & 23 & 36 & 28 & 5 & & & & 95 \\ & & & & & & & & & & & & & & & & & & $	12	Afiasco	12	24	22	11	2	1			134 72 29
Ağuada		District	26	90	66	33	11	9			235
San Sebastian	13	Aguada	2	11	10	7	7			1	180 43 95
14     Lares     6     31     53     21     7     4     122       1as Marias     1     29     13     11      54		District	12	67	130	72	22	5	9	1	318
District 10 88 122 62 16 4 302	14	Lares	6	31	53	21	9 7	4			126 122 54
		District	10	88	122	62	16	4			302

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—SECOND GRADE—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
15	{Utuado	17	90 53	52 14	6 7	4 2				169 76
	District	17	143	66	13	6				245
16	Arecibo	1 6	15 43	43 49	38 29	11 3	4 2	2		114 132
	District	7	58	92	67	14	6	2		246
17	Manati Ciales Morovis		20 15 21	16 23 23	13 11 6	7 1 3	2			58 50 53
	District		56	62	30	11	2			161
18	Toa AltaVega Baja	1	41 29	16 34	11 1	1				69 65
	District	1	70	50	12	1				134
19	Bayamon	4	34	63	34	10	7			152
	Total	139	1,263	1,378	678	197	60	15	1	3, 731

### MALES-THIRD GRADE.

1	(San Juan		19 9	9 11	2 12	1	 	2		30 35
	District		28	20	14	1		2		65
2	Carolina Rio Grande			13 29	25 27	3 4	1 4			42 64
	District			42	52	7	5			106
	(Fajardo Naguabo Vieques			14 1	14 10	2 12	1 3			31 26
3	Culebra	}		10	3	4				17
	District			25	27	18	4			74
4				20 14 1	1 2 8	2				21 18 9
	District			35	11	2				48
5			1	5 2 1	4	3	1			13 2 7
	District		1	8	6	6	1			22
6	GuayamaCayey			14 10	8	2				14 21
•	District		1	24	8	2				25
7	AibonitoComerio			2 3 24	1 1 13	2	3			8 4 51
	District			29	15	11	8			63
	(Coamo			11	55	18	5	1		90
8	Juana Diaz Santa Isabel			49 15	8	4	4			65 15
	District			75	63	22	9	1		170
9	Ponce		5	32	46	29	8	4		124
•	i:								·	

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd.

MALES—THIRD GRADE—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
10	Yauco		4	12	9 5	24				49
	District		4	12	14	24				54
11	(San German Lajas Cabo Rojo		2	9 5 15	40 8 21	8 11 12	4 4 2	2 1	1 2	61 31 55
	District		2	29	69	31	10	3	3	147
12	(Mayaguez Añasco Maricao	3	13 1 5	29 7 3	17 12 2	9 5	6 1	1 1		78 27 10
	District	3	19	39	31	14	7	2		115
13	(Aguadilla. Aguada Isabela.	1	3	27 4 15	45 2 19	20 11 8	5 11 1	15		115 28 48
	District	2	5	46	66	39	17	16		191
14	San Sebastian Lares Las Marias	3	6 2	20 14 17	18 13 15	7 9 5	1 1 3			55 . 39 40
	District	3	8	51	46	21	5			134
15	(UtuadoAdjuntas		9 14	79 22	21 11	1 5				110 52
	District		23	101	32	6			<u> </u>	162
16	Arecibo	1 2	1 5	10 31	19 23	16 4	8	5		60 65
	District	3	6	41	42	20	8	5	<u> </u>	125
17	Manati Ciales Morovis		i	7 6 33	12 14 11	8 7 4	4 1 3			31 28 52
	District		· 1	46	37	19	8			111
18	Toa Alta	1	4 3	13 27	5 30	13 10	6 7			42 78
	District	2	7	40	35	23	13			120
19	Bayamon			17	30	15	6			68
	Total	13	110	712	644	310	109	33	3	1, 934
-		TOT	CAL MA	LES IN	ALL G	RADES.				
1	San Juan  Rio Piedras	143 112	148 84	33 35	14 17	6 1		2		344 251
1	District	255	232	68	31	7		2		595
2	Carolina	108 114	112 148	85 107	58 64	6 4	4 4			373 441
İ	District	222	260	192	122	10	8			814
9	(Fajardo Naguabo Vieques	100 22	45 64	51 37	28 13	2 14	1 3			227 153
3	Culebra	43	40	30	4	4				121
ļ	District	165	149	118	45	20	4			501
4	Humacao Yabucoa Patillas	117 136 60	54 69 17	35 30 10	11 3 10	1 2				218 240 97
	District	313	140	75	24	3				555

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd.

Total males in all grades—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
5	(Caguas San Lorenzo Aguas Buenas	136 104 29	58 70 38	. 44 . 16 22	20 3 12	47	1			262 193 109
	District	269	166	82	35	11	1			564
6	GuayamaCayey	122 88	73 82	71 45	19 13	6 9	1			292 237
Ĭ	District	210	155	116	32	15	1			529
7	(Aibonito Comerio Barros	44 102 198	26 65 92	33 20 63	17 7 30	6	3			129 194 409
	District	344	183	116	54	20	15			732
8	(Coamo Juana Diaz Santa Isabel	119 139 35	103 101 63	119 135 36	100 43	37 12	7 10	1		486 440 134
	District	293	267	290	143	49	17	1		1,060
9	Ponce	233	251	213	122	47	12	6		884
0	Yauco Sabana Grande	158 73	167 91	70 37	37 15	36				468 216
	District	231	258	107	52	36				684
1	San German Lajas Cabo Rojo	148 63 110	98 55 99	67 55 97	73 35 51	12 23 27	6 8 4	$\begin{array}{c} 1 \\ 2 \\ 2 \end{array}$	1 2	405 242 392
	District	321	252	219	159	62	18	5	3	1,039
2	Mayaguez Añasco Maricao	195 134 55	203 71 63	103 51 9	46 30 5	14 8 4	9 2 7	1 1		571 297 143
	District	384	337	163	81	26	18	2		1,011
3	(Aguadilla Aguada Isabela	159 57 113	157 58 97	157 25 69	91 18 59	33 19 16	6 16 1	23 1 1	1	626 195 356
ĺ	District	329	312	251	168	68	23	25	1	1, 177
4	San Sebastian  Lares  Las Marias	244 158 145	127 101 78	112 97 47	58 41 26	21 19 5	1 5 3			563 421 304
	District	547	306	256	125	45	9			1, 288
5	Utuado	158 77	189 132	138 48	32 21	5 8			,	522 286
i	District	235	321	186	53	13				808
6	Arecibo Camuy	142 104	123 142	121 117	84 66	34 9	13 2	7		524 440
İ	District	246	265	238	150	43	15	7		964
7	(Manati Ciales Morovis	64 59 49	69 75 49	48 57 72	28 32 18	19 8 7	$\begin{bmatrix} 6 \\ 1 \\ 3 \end{bmatrix}$			234 232 198
	District	172	193	177	78	34	10			664
3 .	Toa AltaVega Baja	90 96	98 85	39 75	18 35	16 10	777			268 308
	District	186	183	114	53	26	14			576
9	Bayamon	393	203	144	74	30	15			859
	Total	5,348	4, 433	3, 125	1,601	565	180	48	4	15, 304

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Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd. Females—first grade.

	Locality.	1	2	3	4	5	6	Total.
1	(San Juan Rio Piedras	127 65	81 22	19 8	6 2	1		234 97
1	District	192	103	27	8	1		331
	(Carolina	100	49	6				155
2	Rio Grande	78 178	103	13				300
	(Fajardo	127	25	13	1			166
	Naguabo	27	30	ĩ				58
3	Vieques	34	31	8•	1			74
	District	188	86	22	2			298
	(Humacao	100 102	31 27	$\frac{7}{2}$				138 131
4	Yabucoa Patillas	27	<sup>2</sup> 7					34
	District	229	65	9				308
	(Caguas	65	41	9	2			117
	San Lorenzo	52	33	$\frac{7}{2}$				92 33
5	Aguas Buenas	17	11 85	. 18	3 5			242
	District							
6	Guayama Cayey	71 46	31 35	3 9	3	4		90
	District	117	66	12	3	4		202
	(Aibonito	. 22	11	5 7	4			4:
7	Comerio Barros	47 101	9 18	7 10		2		63 131
•	District	170	38	22	4	2		236
	(Coamo	72	38	. 25	2	3		140
8	Juana Diaz Santa Isabel	106 42	37 39	27	7	3	4	184
0	District	220	114	55	9	6	4	408
9	Ponce	202	160	83	24	7	1	47
	(Yauco Sabana Grande	94 53	73 55	14 14	4			186 122
10	District	147	128	28	4			307
	`	<u> </u>	79	21	6		1	224
	San German Lajas	47 68	$\frac{73}{41}$ 62	24 29	11 8	4	î	124 171
11	Cabo Rojo	232	182	74	25	4		519
	(Mayaguez	179	=== <del>=</del>	29	6		<u> </u>	298
	Añasco	114 36	43 23	11 3	6 3			174
12	Maricao	329	150	43	15			53
	`	82	49	21	4	1		157
	AguadillaAguada	35	29	12	5	î	2	84
13	{Isabela	44	44	11	2		1	102
	District	161	122	44	11	2	3	348
	San Sebastian	143	45 35	13 18	7			208 145
	Lares Las Marias	91 80	44	10	7			141
14								

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd.

FEMALES—FIRST GRADE—Continued.

	Locality.	1	2	8	4	5	6	Total.
15	{Ütuado	81 44	32 34	7 6				120 84
	District	125	66	13				204
16	Arecibo. Camuy	120 56	83 45	51 13	11 3	3		268 117
	District	176	128	64	14	3		385
۱7	(Manati Ciales (Morovis.	52 24 34	36 28 16	22 6 6	1			111 58 56
	District	110	80	34	1			225
18	Toa AltaVega Baja	66 78	27 31	2 12	1 1			96 122
	District	144	58	14	2			218
19	Bayamon	290	158	57	15	5		525
-	Total	3,658	2,016	679	157	34	10	6,554

## FEMALES—SECOND GRADE.

	Locality.	1	2	3	4	5	6	7	8	Total.
1	San Juan   Rio Piedras   Rio Piedras   Rio Pied	3	24 38	8 15	5 6					40 60
	District	4	62	23	11					100
2	Carolina	2 6	34 37	16 45	7 13	8				67 101
	District	8	71	6 <b>1</b>	20	8				168
3	Fajardo	4 3	23 17 3	23 14 2	17 4	1				67 39
ð	Culebra	<u> </u>				1				
	District	7	43	39	22	2				113
4	(Humacao Yabucoa Patillas	4	15 15 2	11 3 1	2					28 22 3
	District	4	32	15	2					53
5	CaguasSan LorenzoAguas Buenas		6 13 4	9 1 6	6	1				22 14 12
	District		23	16	8	1				48
6	GuayamaCayey	3 2	18 21	14 11	3	1				36 37
	District	5	39	25	3	1				73
7	Aibonito	3 1	8 10 20	11 5 12	2 1 3					21 19 36
	District	4	38	28	6					76
8	Coamo Juana Diaz Santa Isabel	1	15 31 12	42 32 8	11 10 2	11 6	3			80 83 22
	District	2	58	82	23	17	3			185

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd. Females—Second grade—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
9	Ponce	5	42	77	12	29	1	3		169
10	Yauco Sabana Grande	1	35 15	27 25	12 8	3				78 48
	District	1	50	52	20	3				126
11	(San German Lajas Cabo Rojo	3 2 2	19 18 17	36 21 26	23 6 9	1 7 3	4 1	······································	i	82 58 61
	District	7	54	83	38	11	5	2	1	201
12	(MayaguezAñasco	14 9	61 17 11	41 13 1	17 13	1 4 2	1 1 1			135 57 15
	District	23	89	55	30	7	3			207
13	Aguadilla		24 4 17	34 6 20	18 12 9	6 5 3	4	2		84 33 50
	District	3	45	60	39	14	4	2		167
14	(San Sebastian		27 15 20	26 32 14	13 10 12	. 7 2				71 67 49
	District	5	62	72	35	13				187
15	(Utuado	6 1	40 26	20 17	6	3				69 50
	District	7	66	37	6	3				119
16	Arecibo	1	17 24	35 17	37 1	19	2	1		112 42
	District	1	41	52	38	19	2	1		154
17	(Manati		11 6 13	9 15 4	9 1 4	2 2	3			34 24 21
	District		30	28	14	4	3			79
18	Toa AltaVega Baja	2	26 27	17 23	2 8	1	1			48 59
	District	2	53	40	10	1	1			107
19	Bayamon	4	38	56	18	11	2	1		130
	Total	92	936	901	372	127	24	9	1	2,462
		. ]	FEMALI	ES—THI	RD GR	ADE.				
	Locality.		1	2	3	4	5	6	7	Total.

	Locality.	1	2	3	4	5	6	7	Total.
1	San Juan Rio Piedras		5 1	6 9	1 4				12 14
	District		6	15	5				26
2	Carolina Rio Grande			5 12	19 18	6 3	4		34 33
_	District			17	37	9	4		67
	(Fajardo Naguabo		3	16 5	9	6			28 17
3	Vieques   Culebra	}	1	3	5				9
	District		4	24	20	6			54

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Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd. Females—third grade—continued.

	Locality.	1	2	3	4	5	6	7	Total
1	(Humacao			7	2		1		1
	Yabucoa Patillas		1	6	5				1
	District		1	13	7		1		2
	(Caguas			8	6	3			
	San Lorenzo			4 1	2	·····i			
	District			13	8	4			
	(Guayama	1	1	6					
	Cayey			5	2				
İ	[ District	1	1	11	2				
	Aibonito					1			
	Barros			5	4	2			
	District			5	4	3			
	Coamo		• • • • • • • • • • • • • • • • • • • •	$^{6}_{13}$	30 4	16	2		
-	Santa Isabel		1	9					!
	District		1	28	34	19	2		
	Ponce		9	26	40	10	2	1	
-	Yauco Sabana Grande		6	3	5 4	3	1		
	District		6	6	9	3	1		
-	(San German		4	11	29	1			
-	Lajas			7 9	9 7	$\begin{vmatrix} 1 \\ 5 \end{vmatrix}$	4	2	
:	District		4	27	45	7	4	2	
1	(Mayaguez	1	8	22 5	21 13	6 5			
1	Añasco		7	4					
	District	1	17	31	34	11	1		
1	(Aguadilla			11 3	16	5	1 5	1	
	Isabela		4	7	4	1			
-	District		4	21	20	6	6	1	
-	(San Sebastian		1 1	13	10 5	3 5			
-	Las Marias		<u></u>	9	2	1		ļ	
-	District		2	30	17	9	1	İ	!
-	(UtuadoAdjuntas		6 6	33 13	4 10	5			
	District		12	46	14	5			
-	(Arecibo		2 2	10 12	24 5	11		2	
ļ	District		4	22	29	12		2	 
	(Manati				13	2	2		
	Ciales. Morovis		1	8 3	5 3	i	1 1		
	District		1	14	21	3	4		

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd. Females—third grade—continued.

	Locality.	1	2	3	4	5	6	7	Total.
18	Toa AltaVega Baja		3 4	17 18	7 6	1 3	7		35 32
	District		7	35	13	4	8		67
19	Bayamon		1	17	15	12	4	1	50
	Total	2	79	401	374	123	41	7	1,027

## TOTAL FEMALES IN ALL GRADES.

	Locality.	1	2	3	4	5	6	7	8	Total.
1	San Juan  Rio Piedras	130 66	110 61	33 32	12 12	1				286 171
	District	196	171	65	24	1				457
2	Carolina Rio Grande	102 84	83 91	27 70	26 31	14 3	4			256 279
	District	186	174	97	57	17	4			535
3	(Fajardo Naguabo Vicques Culebra	131 30 } 34	51 47 35	52 20 13	27 10 7	7				261 114 90
	District	195	133	85	44	8				465
4	(Humacao Yabucoa Patillas	100 106 27	46 43 9	25 11 1	4 5		1			176 165 37
	District	233	98	37	9		1			378
5	Caguas Sau Lorenzo Aguas Buenas	65 52 17	47 46 15	26 12 9	14 7	4				156 110 49
	District	134	108	47	21	5				315
6	Guayama Cuyey	75 48	50 56	23 25	3 5	5				156 134
	District	123	106	48	8	5				290
7	Aibonito Comerio Barros	22 50 102	19 19 38	16 12 27	6 1 9	1 2	3			64 82 181
	District	174	76	55	16	3	3			327
8	Coamo Juana Diaz Santa Isabel	73 107 42	53 68 52	73 72 20	43 21 2	30 12	7			274 287 116
	District	222	173	165	66	42	9			677
9	Ponce	207	211	186	93	29	4	4		734
10	Yauco Sabana Grande	95 53	114 70	44 42	21 12	6	1			281 177
	District	148	184	86	33	6	1			458
11	San German Lajas Cabo Rojo	120 49 70	102 59 79	68 52 64	58 26 24	2 8 12	1 5 5	4	1	351 199 259
	District	239	240	184	108	22	11	4	1	809

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd.

TOTAL FEMALES IN ALL GRADES—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
12	(MayaguezAñasco	194 123 36	153 61 41	92 29 8	44 32 3	7 9 2	1 2 1			49 256 9
	District	353	255	129	79	18	4			838
13	Aguadilla Aguada Isabela	84 35 45	73 33 65	66 21 38	38 17 15	12 6 4	1 11 11	$\frac{1}{2}$		278 128 168
	District	164	171	125	70	22	13	3		56
14	(San Sebastian	144 94 81	73 51 64	52 58 33	30 16 21	7 12 3	1			300 231 203
	District	319	188	143	67	22	1			740
15	(Utuado	87 45	78 66	60 36	4 16	3 5				235 168
	District	132	144	96	20	8				400
16	Arecibo	121 56	102 71	96 42	72 9	33 1	2	3		429 179
	District	177	173	138	81	34	2	3		608
17	ManatiCialesMorovis	52 24 31	47 25 29	34 29 13	23 6 7	4 2 1	5 1 1			165 97 88
	District	110	111	76	36	7	7			34'
18	Toa AltaVega Baja	68 78	56 62	36 53	10 15	1 4	8			179 218
	District	146	118	89	25	5	9			399
19	Bayamon	294	197	130	48	28	6	2		70
	Total	3,752	3,031	1, 981	905	282	75	16	1	10,04

### BOTH SEXES—FIRST GRADE.

	Locality.	1	2	3	4	5	6	Total.
1	(San Juan )Rio Piedras	266 173	186 60	39 10	15 3	1		507 246
•	District	439	246	49	18	1		758
2	Carolina Rio Grande	207 186	127 149	34 36				368 371
	District	393	276	70				739
3	(Fajardo Naguabo Vieques		54 80 64	30 6 17	1 1			312 136
	Culebra	353	198	53	4			608
4	Humacao Yabucoa Patillas	217 238 87	67 70 20	15 5 1	2 1			301 314 108
_	District	542	157	21	3			728
5	Caguas. San Lorenzo Aguas Buenas	200 156 46	83 85 44	35 16 10	8			326 257 111
	District	402	212	61	19			694

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—FIRST GRADE—Continued.

	Locality.	1	2	3	4	5	6	Total.
6	Guayama  Cayey	182 134	70 89	24 18	13	8		297 242
Ī	District	316	159	42	13	9		539
7	(Aibonito Comerio Barros	65 145 295	30 41 63	16 11 28	11 2 3	3		122 199 392
	District	505	134	55	16	3		718
8	(Coamo Juana Diaz Santa Isabel	183 244 76	110 121 82	69 64 8	14 21	8 4	1 6	385 460 166
	District	503	313	141	35	12	7	1,011
9	Ponce	429	344	170	45	10	2	1,000
0	Yauco Sabana Grande	248 126	190 135	36 30	7			481 291
	District	374	325	66	7		<u></u>	772
1	San German  Lajas  Cabo Rojo	263 108 176	146 89 146	47 57 75	17 24 22	1 1 8	1 1	475 280 427
	District	547	381	179	63	10	2	1, 182
2	(Mayaguez Afiasco Maricao	358 236 90	225 89 64	60 33 8	13 13 6	1	1	657 372 169
	District	684	378	101	32	1	2	1,198
.3	(Aguadilla Aguada (Isabela	233 90 153	171 76 115	67 23 29	13 14 14	4 2 3	3 1	488 208 315
	District	476	362	119	41	9	4	1,011
.4	(San Sebastian Lares Las Marias	381 243 224	138 103 93	49 48 27	17 8 7	5 3		590 405 351
	District	848	334	124	32	8		1, 346
5	(Utuado	222 121	122 99	14 18	5 3	i		363 242
	District	343	221	32	8	1		605
6	Arecibo Camuy	260 152	190 139	119 50	38 17	10 2	1	618 360
Ì	District	412	329	169	55	12	1	978
7	Manati Ciales Morovis	116 83 83	85 88 43	47 34 22	4 7 1	4		256 212 149
	District	282	216	103	12	4		617
18	Toa Alta Vega Baja	155 172	80 84	12 26	3 5	2	1	253 287
	District	327	164	38	8	2	1	540
9	Bayamon	679	327	121	25	10	2	1, 164
	Total	8, 854	5,076	1,714	436	92	21	16, 193

Table 15.—Years in rural common \*chools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—SECOND GRADE.

	Locality.	1	2	3	4	5	6	7	8	Total.
1	San Juan	7 5	48 75	12 37	8 10	6				81 127
_	District	12	123	49	18	6				208
2	Carolina Rio Grande	$\frac{3}{12}$	68 90	60 100	40 50	11	3			185 252
	District	15	158	160	90	11	3			437
_	(Fajardo Naguabo Vieques	3	39 31	43 45	31 6	3				11' 88
3	Culebra	}	10	13	1	1				25
	District	7	80	101	38	4				230
4	Humacao Yabucoa Patillas	4	33 41 6	18 16 9	10	1				62 61 17
	District	4	80	43	12	1				140
5	(Caguas San Lorenzo Aguas Buenas	1	21 31 9	22 6 19	16 3 4	2				62 40 36
Ü	District	1	61	47	23	6				138
	(Guayama	14	52	50	9	3	1			129
6	Cayey	2	48	37	8	6				101
	l District	16	100	<del></del>	17	9	1			230
7	(Aibonito Comerio Barros	1 7 5	15 43 67	31 18 33	11 5 17	4	7			62 73 133
	District	13	125	82	33	8	7			268
8	(Coamo Juana Diaz {Santa Isabel	9 2 1	46 48 32	106 81 24	44 31 2	25 13	1 7			231 182 59
	District	12	126	211	77	38	8			472
9	Ponce	11	104	171	84	27	4	5		406
10	Yauco Sabana Grande	5	81 26	63 46	37 18	15			<del></del>	201 90
	District	5	107	109	55	15				291
11	San German Lajas Cabo Rojo	5 4 4	50 25 30	68 38 62	45 20 25	4 18 14	2 8 3	3		175 113 142
	District	13	105	168	90	36	13	4	1	430
12	MayaguezAñasco	27 21 1	110 41 28	84 35 2	39 24	6 6 6	3 2 7			269 129 44
	District	49	179	121	63	18	12			442
13	Aguadilla Aguada Isabela	9 2 4	57 15 40	118 16 56	55 19 37	16 12 8	1 8	8 3	1	264 76 145
	District	15	112	190	111	36	9	11	1	485
14	San Sebastian	4 9 2	55 46	82 85 27	43 31 23	13 14	4			197 189
14	Las Marias	15	150	194	<u>23</u> 97	29	4			103 489

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd. BOTH SEXES—SECOND GRADE—Continued.

	Locality.	1	2	8	4	5	6	7	8	Total.
15	(Utuado) Adjuntas	23 1	130 79	72 31	6 13	7 2				. 236 128
	District	24	209	103	19	9				364
16	(Arecibo	6	32 67	78 66	75 30	30 3	6 2	3		226 174
	District	8	99	144	105	33	8	3		400
7	Manati Ciales Morovis		31 21 34	25 38 27	22 12 10	9 3 3	5			92 74 74
	District		86	90	44	15	5			240
8	Toa Alta	2	67 56	33 57	13	1 1	1			117 124
	District	3	123	90	22	2	1			241
9	Bayamon	8	72	119	52	21	9	1		282
	Total	231	2,199	2,279	1,050	324	84	24	2	6, 193

## BOTH SEXES-THIRD GRADE.

_										
1	(San Juan	 	24 10	15 20	3 16	····i		<u>2</u>		42 49
	District		34	35	19	1		2		91
2	Carolina			18 41	44 45	9 7	5 <b>4</b>			76 97
	District			59	89	16	9			173
	(Fajardo		i	30 6	23 16	2 18	1 3			59 43
3	Culebra	}	1	13	8	4			•••••	26
	District		4	49	47	24	4			128
4	Humacao Yabucoa Patillas		1	27 20 1	3 7 8	2	1			31 30 9
	District		1	48	18	2	1			70
	(Caguas		1	13	10	6				30
5	San Lorenzo			6 2	4	4	i			6 11
	District		1	21	14	10	1			47
6	Guayama Cayey	1	1 1	20 15	10	<u>2</u>				22 28
	District	1	2	35	10	2				50
7	(Aibonito Comerio Barros			2 3 29	1 1 17	3 11	38			9 4 65
	District			34	19	14	11,			78
8	Coamo . Juana Diaz Santa Isabel		1	17 62 24	85 12	34 7	7 4	1		144 85 25
	District		1	103	97	41	11	1		254
9	Ponce		14	58	. 86	39	10	5		212

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd.

BOTH SEXES—THIRD GRADE—Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
	Yauco Sabana Grande		10	15	14 9	27	1			6'
ľ	District		10	18	23	27	1			79
	(San German		4	20	69	9	4			10
	Lajas Cabo Rojo		2	12 24	17 28	12 17	4 6	2 3	$\frac{1}{2}$	48 8:
	District		6	56	114	38	14	5	3	230
	Mayaguez. Añasco. Maricao.	4	21 2 12	51 12 7	38 25 2	15 10	6 2	1 1		130 55 2
	District	4	35	70	65	25	8	2		209
	Aguadilla Aguada Isabela	1	2 3 4	38 7 22	61 2 23	25 11 9	6 16 1	16		149 36 64
	District	2	9	67	86	45	23	17		249
	(San Sebastian Lares Las Marias	3	7 3	33 22 26	28 18 17	10 14 6	1 1 1 4		====	85 58 58
	District	3	10	81	63	30	6			198
	(UtuadoAdjuntas		15 20	112 35	25 21	1 10				158 86
	District		35	147	46	11				239
	Arecibo	1 2	3 7	20 43	43 28	27 5	8	7		109
	District	3	10	63	71	32	8	7		19
	(Manati Ciales Morovis		1 1	10 14 36	25 19 14	10 7 5	6 2 4			5 43 60
	District		2	60	58	22	12			15
	Toa Alta	1 1	7 7	30 45	12 36	14 13	13 8			7' 110
ĺ	District	2	14	75	48	27	21			18'
	Bayamon		1	34	45	27	10	1		118
	Total	15	189	1, 113	1,018	433	150	40	3	2, 961
		TOTAL	, вотн	SEXES,	IN AL	L GRAI	DES.			
	(San Juan   Rio Piedras	273 178	258 145	66 67	26 29	7 1		2		630 422
	District	451	403	133	55	8		2		1,05
	Carolina Rio Grande	210 198	195 239	112 177	84 95	20 7	8			629 720
	District	408	434	289	179	27	12			1,349
	(Fajardo	231 52	96 111	103 57	55 23	21	1 3			48 26
	Vieques  Culebra	} 77	75	43	11	5				21
	1		282	203	89	28	4			96
The same and the same	District	360								
		217 242 87	100 112 26	60 41 11	15 8 10	1 2	1			394 405 134

Table 15.—Years in rural common schools of pupils enrolled March 2, 1906—Cont'd. TOTAL, BOTH SEXES, IN ALL GRADES-Continued.

	Locality.	1	2	3	4	5	6	7	8	Total.
	(Caguas	201	105	70	34	8				411
5	San Lorenzo	156 46	116 53	28 31	3 19	8	·····i			30 15
Э	Aguas Buenas									
	District	403	<u>274</u>	129	56	16	1		===	879
6	Guayama Cayey	197 136	123 138	94 70	22 18	11	1			44 <b>3</b> 7
	District	333	261	164	40	20	1			81
	Aibonito	66	45	49	23	7	3			19
7	ComerioBarros	152 300	84 130	32 90	8 39	16	15			27 59
	District	518	259	171	70	23	18			1,05
	(Coamo	192	156	192	143	67	9	1		76
В	Juana DiazSanta Isabel	246   77	169 115	207 56	64	24	17		 	72 25
.,	1	515	440	455	209	91	26	1	ļ ——	1,73
9	Ponce	440	462	399	215	76	16	10		1, 73
o										
0	Yauco   Sabana Grande	$\frac{253}{126}$	281 161	114 79	58 27	42	1			749 398
	District	379	442	193	85	42	1			1, 14
	(San German	268	200	135	131	14	7	1		75
l	Lajas Cabo Rojo	112 180	114 178	107 161	61 75	31 39	13 9	2 6	$\frac{1}{3}$	44 65
	District	560	492	403	267	84	29	9	4	1,84
	(Mayaguez	389	356	195	90	21	10	1		1,06
2	Añasco Maricao	257 91	132 104	80 17	62 8	17 6	8	1		55 23
	District	737	592	292	160	44	22	2		1,84
	(Aguadilla	243	230	223	129	45	7	24		90
3	Aguada	92 158	91 162	46	35 74	25 20	27 2	3	1	32 52
,	Isabela			107				1		
	Unistrict	493	483	376	238	90	36	28	1	1,74
	San Sebastian Lares	$\frac{388}{252}$	$\frac{200}{152}$	164 155	88 57	28 31	1 5			86 65
ŧ	Las Marias	226	142	80	47	8	4			50
	District	866	494	399	192	67	10			2,02
5	(Utuado	245 122	267 198	198 84	36 37	8 13				75- 45-
,	District	367	465	282	73	21				1,20
	Arecibo	263	225	217	156	67	15	10		95
6	Camuy	160	213	159	75	10	2			61
	Unistrict	423	438	376	231	77	17	10		1,57
	Manati Ciales	116 83	116 110	82 86	51 38	23 10	11 2			39 32
7	Morovis	83	78	85	25	8	4			28
	District	282	304	253	114	41	17			1,01
	Toa AltaVega Baja	158 174	154 147	75 128	28 50	17 14	15 8			44 52
3	District	332	301	203	78	31	23			96
9	Bayamon	687	400	274	122		21	2		1,56
		9,100	$\frac{100}{7,464}$	5,106	2,506	847	255	64	5	25, 34
	Total	9, 100	7,404	9, 106	2,006	847	200	04	8	20, 54

Table 16.—Promotions in graded common schools, June, 1906.  ${\tt FIRST~GRADE}. \\$ 

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
1	(San Juan Rio Piedras	635 107	353 73	282 34	56 68	172 34	127 7
	l District	742	426	316	57	203	134
2	Carolina Rio Grande	149 179	104 85	45 94	70 48	38 60	7 48
	District	328	189	139	58	98	55
3	Fajardo   Naguabo   Vieques	299 58	139 23	160 35	47 40	85 18	66 22
3	Culebra	79	41	38	52	26	11
	District	436	203	133	47	129	99
4	Humacao   Yabucoa   Patillas	142 54 90	84 36	58 18 90	59 67	49 4	9
	District	286	120	166	42	53	9
5	(Caguas San Lorenzo	214 141 51	132 78 25	82 63 26	62 55 49	112 51 17	53 21 14
	District	406	235	171	58	180	88
6	(Guayama Cayey	392 251	142	250 148	36 41	95 46	110 60
U	District	643	245	398	38	141	170
7	(Aibonito. Comerio Barros	131 130 101	60 25 67	71 105 34	46 19 66	22 18 35	18 6 9
	District	362	152	210	42	75	33
. 8	Coamo Juana Diaz Santa Isabel	146 118 50	90 55 17	56 63 33	62 47 34	50 1 7	9
	District	314	162	152	52	58	9
9	Ponce	919	371	548	40	208	260
10	Yauco    Sabana Grande	361 216	141 93	220 123	39 43	82 79	80 54
	District	577	234	343	41	161	134
11	San German Lajas Cabo Rojo	200 98 30	52 24 26	148 74 4	26 25 87	35 16	71 25
	District	328	102	226	31	51	96
12	(Mayaguez Añasco Maricao	359 159 102	134 104 48	225 55 54	37 65 47	98 45 10	59 7 8
	District	620	286	334	46	153	74
13	Aguadilla. Aguada Isabela	235 66 131	104 43 32	131 23 99	44 65 24	57 30 12	65 8 82
•	District	432	179	253	41	99	155

Table 16.—Promotions in graded common schools, June, 1906—Continued. FIRST GRADE—Continued.

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
14	San Sebastian Lares Las Marias	166 114 95	65 28 27	101 86 68	39 25 28	50 22 23	13 19 20
	District	375	120	25 <b>5</b>	32	95	52
15	(Utuado	193 87	101 50	92 37	52 57	39 36	11 13
	District	280	151	129	54	75	24
16	Arecibo	470 311	214 108	226 203	52 35	175 86	123 62
	District	781	352	429	45	261	185
17	Manati   Ciales   Morovis.	165 85 37	68 25 21	97 60 16	41 29 57	40 22 14	36 33 5
	District	287	114	173	40	76	74
18	Toa Alta Vega Baja	196 242	57 110	139 132	29 45	26 31	58 34
	District	438	167	271	38	57	92
19	Bayamon	538	279	259	52	182	62
	Total	9, 092	4,087	5,005	45	2,358	1,805

## SECOND GRADE.

San Juan	490 48	$\frac{308}{20}$	182 28	63 42	83 8	13 9
District	538	328	210	61	91	22
Carolina Rio Grande	67 77	43 58	24 19	64 75	17 42	3 8
District	144	101	43	70	59	11
(Fajardo Naguabo Vieques	133 35 } 57	99 15 41	34 20 16	74 43 72	35 3	14 2
Culebra District	225	155	70	69	50	16
Humacao Yabucoa Patillas	126 37 47	61 28 18	65 9 29	48 76 38	9	1 2
District	210	107	103	51	9	3
(Caguas San Lorenzo Aguas Buenas	253 104 18	174 83 9	79 21 9	67 80 50	37 44	12
District	375	266	109	71	81	13
Guayama Cayey	282 102	146 58	136 44	52 57	41 35	19 15
District	384	204	180	53	76	84
	Rio Piedras.  District  (Carolina Rio Grande  District  Fajardo Naguabo Vieques  Culebra  District  Humacao Yabucoa Patillas  District  (Caguas San Lorenzo Aguas Buenas  District  Guayama  Cayey	Rio Piedras.   48   District   538   Carolina   67   Rio Grande   77   District   144   Fajardo   133   Naguabo   35   Vieques   57   District   225   Culebra   126   Yabucoa   37   Patillas   47   District   210   Caguas   253   Aguas Buenas   18   District   375   Guayama   282   Cayey   102   102   104   105   102   1	Rio Piedras.	Rio Piedras.	Rio Piedras.	Rio Piedras   48   20   28   42   8     District   538   328   210   61   91     Carolina   67   43   24   64   17     Rio Grande   77   58   19   75   42     District   144   101   43   70   59     Fajardo   133   99   34   74   35     Naguabo   35   15   20   43   3     Vieques   57   41   16   72   12     District   225   155   70   69   50     Humacao   126   61   65   48   9     Yabucoa   37   28   9   76     Patillas   47   18   29   38       District   210   107   103   51   9     Caguas   253   174   79   67   37     San Lorenzo   104   83   21   80   44     Aguas Buenas   18   9   9   50       District   375   266   109   71   81     Guayama   282   146   136   52   41     Cayey   102   58   44   57   35

 $\begin{tabular}{ll} \textbf{Table 16.--} Promotions in graded common schools, June, 1906--- Continued. \\ & SECOND GRADE--- Continued. \\ \end{tabular}$ 

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
7	(Aibonito. Comerio. Barros.	40	30	10	75 73	5	3
	District	51	38	13	75	5	3
8	Coamo Juana Diaz Santa Isabel	100 63 47	47 31 19	53 32 28	47 49 40	13	6 4
	District	210	97	113	46	14	10
9	Ponce	500	277	223	55	120	68
10	YaucoSabana Grande	138 80	70 50	68 30	51 63	29 31	8
	District	218	120	98	55	60	19
11	(San German Lajas Cabo Rojo	116 46 115	65 21 62	51 25 53	56 46 54	6 16 1	3 4 1
	District	277	148	129	53	23	8
12	(Mayaguez Añasco Maricao	197 50 12	119 26 1	78 24 11	60 52 8	41 7 1	13
	District	259	146	113	56	49	16
	(Aguadilla	159	61	98	38	31	50
13	Aguada Isabela	37 43	18 26	19 17	49 60	11 11	16 2
	į District	239	105	134	44	53	68
14	San Sebastian   Lares   Las Marias   Las Ma	54 39 38	29 3 6	25 <b>3</b> 6 32	54 8 16	14 3 5	9 20 6
	District	131	38	93	29	22	35
15	(Utuado Adjuntas	127 51	55 23	72 28	43 45	5 6	3
	District	178	78	100	44	11	3
16	Arecibo	142 88	129 49	13 39	91 56	250 30	6 15
	District	230	178	52	77	280	21
17	(Manati Ciales (Morovis	183 97 8	140 64 8	43 33	77 66 100	49 17	23 4
	District	288	212	76	74	66	27
18	Toa Alta	77 99	53 62	24 37	69 63	13 42	13 27
	District	176	115	61	65	55	40
19	Bayamon	144	87	57	60	41	24
	Total	4,777	2,800	1, 977	59	1,165	441

 $\label{theorem} \mbox{Table 16.--Promotions in graded common schools, June, 1906---Continued.}$   $\mbox{Third grade}.$ 

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
1	(San Juan Rio Piedras.	276 36	207 21	69 • 15	75 57	34 10	7 3
	District   Carolina	312	228	84	73	44	10
2	Rio Grande	68	51	17	75	18	í
	District	134	95	39	71	35	8
3	Fajardo   Naguabo   Vieques   Culebra	154 21 } 59	85 14 34	69 7 25	55 67 73	40 1 21	23
	District	234	133	101	57	62	27
	(Humacao Yabucoa	70 30	57 15	13 15	81 50	5	1
4	Patillas	21	8	13	38	8	2
	District	121	80	41	63 72	20	3
5	Caguas     San Lorenzo     Aguas Buenas	59 12	44 6	15 6	75 50	20	
	District	215	153	62	71	20	1
6	Guayama Cayey	171 84	106 43	65 41	62 51	24 24	1 13
Ů	District	255	149	106	59	48	14
7	AibonitoComerio Barros	20 39 35	19 14 22	1 25 13	95 36 63	9	9
	District	94	55	39	59	9	9
8	Coamo Juana Diaz Santa Isabel	102 62 44	22 24 13	80 38 31	22 39 30	6 6	33 1 14
	District	208	59	149	29	12	48
9	Ponce	210	166	44	79	41	17
10	Yauco	89 56	53 33	36 23	60 59	16 8	3 4
	District	145	86	59	59	24	7
11	San German   Lajas   Cabo Rojo	120 22 81	62 13 58	58 9 23	52 59 72	12 3 1	13
	District	223	133	90	60	16	4
	(Mayaguez	188	118	70	63	33	12
12	Añasco Maricao	71 32	36 28	35 4	51 88	10 5	11 2
	District	291	182	109	63	48	25
13	Aguadilla Aguada {Isabela	100 26 30	40 21 22	60 5 8	40 81 73	10 10 5	6 2
	District	156	83	73	53	25	8

Table 16.—Promotions in graded common schools, June, 1906—Continued.

THIRD GRADE—Continued.

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
14	San SebastianLares	37 . 17	25 8	12 9	68 47	8 6	3 7
	District	54	33	21	61	14	10
15	Utuado	100 54	68 33	32 21	68 61	2 3	
	District	154	101	53	67	5	
16	Arecibo	122 66	84 37	38 29	69 5 <b>6</b>	12 18	2 14
	District	188	121	67	64	30	16
17	(Manati Ciales. Morovis.	97 20 6	63 18 6	34 2	65 90 100	11 3	
	District	123	87	36	71	14	
18	Toa Alta Vega Baja	75 59	25 39	. 50	33 66	22 18	3
	District	134	64	70	48	40	3
19	Bayamon	144	94	50	65	23	5
	Total	3,395	2, 102	1, 293	62	523	215

# FOURTH GRADE.

San Juan	223 38	149 33	74 5	65 89	58 11	4
District	261	182	79	70	69	4
Carolina	33 25	28 17	5 8	85 68	9	2
District	58	45	13	76	13	2
Fajardo	65	43 2	22 12	73 14	6	6
Culebra	} 8	8		100		
District	87	53	34	61	6	6
HumacaoYabucoa Patillas	48 66 19	8 41 10	40 25 9	17 62 53	10	
District	133	59	74	44	10	
Caguas San Lorenzo	86 54 14	47 46 11	39 8 3	55 85 79	22 14	14 2
District	154	104	50	68	36	16
Guayama	57 32	29 23	28 9	51 72	2 5	3
District	89	52	37	58	7	4
Aibonito Comerio	22 17 22	18 9 20	4 8 2	82 5 <b>3</b> 91	4	
District	61	47	14	77	4	
	tio Piedras  District  Carolina  tio Grande  District  Cajardo  Cajardo  Cajardo  Cajardo  Cajuabo  Cieques  Culebra  District  Cumacao  Cabucoa  Catillas  District  Caguas  an Lorenzo  Caguas Buenas  District  Ciuayama  Cayey  Cayey  Caye	District   261	tio Piedras       38       33         District       261       182         Farolina       33       28         tio Grande       25       17         District       58       45         Fajardo       65       43         faquabo       14       2         Vieques       8       8         Poistrict       87       53         Humacao       48       8         Vabucoa       66       41         Patrillas       19       10         District       133       59         Faguas       86       47         an Lorenzo       54       46         aguas Buenas       14       11         District       154       104         Guayama       57       29         Jayey       32       23         District       89       52         Libonito       22       18         Libonito       17       9         Barros       22       20	Rio Piedras         38         33         5           District         261         182         79           Barolina         33         28         5           Rio Grande         25         17         8           District         58         45         13           Fajardo         65         43         22           faquebo         14         2         12           Vieques         3         8         8           Ulebra         8         8            District         87         53         34           Humacao         48         8         40           Zabucoa         66         41         25           Poistrict         133         59         74           Saguas         86         47         39           an Lorenzo         54         46         8           guas Buenas         14         11         3           District         154         104         50           guayey         32         23         9           District         89         52         37           tibonito         22	Rio Piedras         38         33         5         89           District         261         182         79         70           Farolina         33         28         5         85           Rio Grande         25         17         8         68           District         58         45         13         76           Fajardo         65         43         22         73           Raguabo         14         2         12         14           Vieques         3         8         8         100           District         87         53         34         61           Rumacao         48         8         40         17           Zabucoa         66         41         25         62           Patillas         19         10         9         53           District         133         59         74         44           Saguas         86         47         39         55           an Lorenzo         54         46         8         85           guas Buenas         14         11         3         79           District         1	District   District

Table 16.—Promotions in graded common schools, June, 1906—Continued.

FOURTH GRADE—Continued.

Locality		FC	JURTH G.	KADE—U	munueu.								
San Bisshe    21	School district.	Locality.	end of	pro-	not pro-	pro-	promoted having been more than one year in present	not pro- moted hav- ing been more than one year in present					
9 Ponce	8	Juana Diaz	50		26	48 29	2						
Yauco		District	117	30	87	26	2						
Sabana Grande	9	Ponce	131	103	28	79	21	6					
San German   So   45   35   56   10   11   Lajas   21   10   11   48   48   14   14   15   16   16   16   16   16   16   16	10							2					
11   Cabo Rojo   26   23   3   88   14		District	82	50	32	61	9	2					
Mayaguez	11	Lajas	21	10	11	48		3					
Mayaguez		District	127	78	49	61	24	3					
Aguadilla	12	Añasco	68	32	. 36	47	11	5 10					
13   Aguada   11   5   6   45   5   5   5   5   5   5   5   5		District	168	103	65	61	36	15					
District   Sep   43   46   48   18   18   18   18   18   18   18	13	Aguada	11		6			6 2 3					
14		District	89	43	46	48	18	11					
14													
Utuado	14	Las Marias	10	1	9	10	1	3					
Total   Tota		·											
Arecibo	15	Adjuntas	49	14	35		1	3					
Camuy		·						3					
Manati	16	Camuy	38	23	15	61	11	2 2					
Ciales		`						4					
Toa Alta   39   21   18   54   13   48   23   25   48   4   4   5   54   13   48   23   25   48   4   4   5   54   54   5   54   5   5	17	Ciales	17	9	8	53		4					
18     Vega Baja     48     23     25     48     4       19     District     87     44     43     51     17     8       19     Bayamon     68     65     3     96     8       Total     2,121     1,311     810     62     355     96       FIFTH GRADE.       1     Rio Piedras     91     53     38     58     18     17       Rio Piedras     24     21     3     87     1     1       District     115     74     41     65     19     17       Carolina     27     25     2     93     7     1       Rio Grande     28     17     11     61		District	89	56	33	63	13	4					
19 Bayamon. 68 65 3 96 8	18	Toa AltaVega Baja						5 3					
Total		District	87	44	43	51	17	8					
San Juan   91   53   38   58   18   17   17   18   19   19   17   19   19   19   19   19	19	Bayamon	68	65	3	96	8						
San Juan   91   53   38   58   18   17   17   18   19   19   17   18   19   19   19   19   19   19   19		Total	2, 121	1,311	810	62	355	98					
1 Rio Piedras. 24 21 3 87 1		FIFTH GRADE.											
2   Carolina.   27   25   2   93   7   1	1	Rio Piedras			38 3			17					
2 Rio Grande 28 17 11 61		District	115	74	41	65	19	17					
District	2		27 28					1					
		District	55	42	13	76	7	1					

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Table 16.—Promotions in graded common schools, June, 1906—Continued.

FIFTH GRADE—Continued.

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
3	(Fajardo Naguabo Vieques Culebra	35 13 28	26 7 7	9 6 21	74 54 25		
	District	76	40	36	52		
4	Humacao	20 44	11 21	9 23	55 48		
	District	64	32	32	50		
5	Caguas San Lorenzo Aguas Buenas	46 26 7	33 20 7	13 6	72 77 100	2	1
	District	79	60	19	76	2	1
6	GuayamaCayey	73 56	49 38	24 18	67 68	8	2
	District	129	87	42	67	8	2
7	Aibonito Comerio Barros	34 13 27	14 7 26	20 6 1	41 51 96	7	8
	District	74	47	27	63	13	8
8	(Coamo Juana Diaz (Santa Isabel	44 34 19	36 14 9	8 20 10	81 41 47	1 2	
	District	97	59	38	61	3	
9	Ponce	94	64	30	68	4	1
10	Sabana Grande	69 17	39 13	30 4	56 76	8 3	2
	District	86	52	34	60	11	2
11	(San German Lajas Cabo Rojo	37	20	17	54	10	5
	District	37	20	17	54	10	5
12	(Mayaguez  Añasco  Maricao	91 45	66 22	25 23	72 49	8 5	2
	District	136	- 88	48	65	13	2
13	(Aguadilla Aguada (Isabela	28 8 9	21 4	7 4 9	75 50	6	
10	District	45	25	20	55	6	
	(San Sebastian	32	15	17	47	11	9
14	Lares	26 4	1	26 3	25	1	8
	District	62	16	46	26	12	17
15	(Utuado	38 29	15 9	23 20	39 31		
	District	67	24	43	36		
16	AreciboCamuy	22 22	22 22		100 100		
	District	44	44		100		

 ${\tt Table~16.-} Promotions~in~graded~common~schools,~June,~1906--Continued.$ 

## FIFTH GRADE-Continued.

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
17	(Manati Ciales. Morovis.	40 8 15	32 8 13	8	80 100 87		
	District	63	53	10	84		
18	Toa Alta Veja Baja	28 7	14 4	14 3	50 57	4 4	3
	District	35	18	17	51	8	3
19	Bayamon	32	19	13	59		<u> </u>
	Total	1,390	864	526	62	116	59
		SIXT	'H GRAD	Е.			-
1	San Juan Rio Piedras	88 19	65 15	. 23 . 4	74 79	11 1	2
	District	107	80	27	75	12	2
2	(Carolina	17 26	13 21	4 5	76 80	1	
	District	43	34	9	79	1	
3	(Fajardo Naguabo Vieques )Culebra	$\begin{cases} 31 \\ 18 \end{cases}$	8 17 6	23 1	26 94 100	4	9
	District	55	31	24	56	4	9
	(Humacao	19	11	8	58	1	1
4	District	19	11	8	58	1	1
5	CaguasSan Lorenzo	14 23	12 21	2 2	86 91		
	District	37	33	4	89		
6	Guayama. Cayey	25 15	15 8	10 7	60 53	2	1
	District	40	23	17	57	2	1
7	Aibonito	15	8	7	53	4	5
•	District	15	8	7	53	4	5
8	Coamo Juana Diaz	38 17	31 12	7 5	81 71		
	District	55	43	12	78		
9	Ponce	104	63	41	61	8	14
10	Yauco	24	14	10	55	6	6
11	(San German Cabo Rojo	18 18	13 17	5 1	72 81	14	
	District	36	30	6	83	14	
12	Mayaguez Añasco	20 19	11 11	9 8	55 58	6	1 4

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District.....

Table 16.—Promotions in graded common schools, June, 1906—Continued.

SIXTH GRADE—Continued.

School district.	Localiiy.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
13	Aguadilla Isabela	1 10	3	1 7	30		
	District	11	3	8	27		
14	San SebastianLares	$\frac{7}{22}$	6 16	1 6	86 72	5	
	District	29	22	7	76	5	
15	(Utuado	24 12	13 4	11 8	54 33	2	1
	District	36	17	19	47	2	1
16	Arecibo. Camuy	26 6	25 6	1	96 100		
	District	32	31	1	97		
17	(Manati Ciales Morovis	10 4 6	9 4 6	1	90 100 100		
	District	20	19	1	95		
18	Vega Baja	11	4	7	36		
19	Bayamon	14	11	3	79		
	Total	727	499	228	69	65	44

## SEVENTH GRADE.

1	San Juan	66	50	16	76	6	4
2	Carolina	3 12	3 12		100 100		
	District	15	15		100		
	(Fajardo	9 7	1 7	8	11 100		1
3	Vieques   Culebra	} 3	3		100		
	District	19	11	8	58		1
4	Humacao	25 16	15 11	10 5	60 69	2	1
	District	41	26	15	63	2	1
5	Caguas San Lorenzo	13 7	9 7	4	69 100		
	District	20	16	4	80		
6	GuayamaCayey	24 28	19 23	5 5	79 82	11	1
	District	52	42	10	81	11	1
8	Juana Diaz	11	10	1	91		
9	Ponce	44	25	19	58	6	10
10	Yauco	21	21		100	13	
11	San German	8	8		100	8	

Table 16.—Promotions in graded common schools, June, 1906—Continued.

## SEVENTH GRADE-Continued.

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
12	Mayaguez Añasco	27 15	23 12	4 3	85 80	11	1 2
	District	42	35	7	83	11	3
13	Aguadilla Isabela	15 7	14 3	1 4	93 43		
	District	22	17	5	77		
14	Lares	10	6	4	60		
15	Utuado Adjuntas	6 20	6 5	15	100 25	5	
	District	26	11	15	42	5	
17	Ciales	2	2		100		
18	Vega Baja	26	18	8	69		
19	Bayamon	21	14	7	67	2	
	Total	446	327	119	73	64	20

## EIGHTH GRADE.

	Total	301	156	145	52	31	30
19	Bayamon	12	8	4	67		
18	Vega Baja	5	3	2	60	3	2
17	Manati	12	3	9	25	1	2
15	Utuado	3	3		100		
	District	13	7	6	54	2	1
14	San Sebastian Lares	4 9	3 4	1 5	75 44	2	1
10	District	14	2	12	40		
13	Aguadilla Isabela	5 9	2	3 9	40		
12	Mayaguez	29	12	17	41	4	10
11	San German	8	6	2	75		
9	Ponce	62	39	23	63	7	4
8	Coamo	3	1	2	33		
6	Guayama	41	20	21	49		
5	Caguas	16	3	13	19	1	3
	District	27	7	20	26	3	6
4	HumacaoYabucoa	16 11	3 4	13 7	19 38	3	6
3	Fajardo	11	4	7	36	2	2
2	Carolina	7	2	5	29		
1	San Juan	38	36	2	95	8	

Table 16a.—Promotions in rural common schools, June, 1906.

# FIRST GRADE.

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
1	(San Juan	484 212	186 108	· 298 104	38 51	73 38	85 22
	District	696	294	402	42	111	107
2	Carolina   Rio Grande	364 361	173 126	191 235	48 35	82 42	108
	District	725	299	426	41	124	148
3	(Fajardo Naguabo Vieques	305 158 }	104 58 46	201 100 129	34 36 26	54 33 21	47 18 62
_	Culebra	638	208	430	33	108	127
	District	311	68	243	22	20	82
4	Yabucoa	259 107	97 10	162 97	37 9	10	34
	District	677	175	502	26	30	118
5	Caguas San Lorenzo Aguas Buenas	317 260 88	92 156 44	225 104 44	29 60 50	72 57 <b>3</b> 0	78 23 22
	District	665	292	373	44	159	123
6	Guayama Cayey	354 233	127 83	227 150	36 56	46 45	48
U	District	587	210	377	36	91	62
7	(Aibonito. Comerio Barros.	129 197 413	41 61 155	88 136 258	32 31 38	19 18 76	18 3 64
	District	739	257	482	35	113	85
8	Coamo   Juana Diaz  Santa Isabel	366 427 196	158 116 73	208 311 123	43 27 37	99 106 35	74 96 25
	District	989	347	642	35	240	195
9	Ponce	944	<b>2</b> 39	705	25	174	298
10	Yauco	593 278	142 81	451 197	24 29	97 76	96 75
	District	871	223	648	26	173	171
11	(San German Lajas Caba Rojo	459 261 470	188 71 17 <b>5</b>	271 190 295	41 27 37	104 51 110	62 91 93
	District	1, 190	434	756	36	265	246
12	Mayaguez Afiasco Maricao	667 382 149	168 106 40	499 276 109	25 28 27	112 55 26	134 91 41
	District	1, 198	314	884	26	193	266
13	(Aguadilla Aguada Isabela	469 187 306	153 34 99	316 153 207	33 14 32	130 30 51	135 88 91
	District	962	286	676	30	211	314

Table 16a.—Promotions in rural common schools, June, 1906—Continued.

# FIRST GRADE—Continued.

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
14	(San Sebastian Lares Las Marias	592 416 289	146 107 47	446 309 2 <b>4</b> 2	25 26 16	81 70 15	128 103 89
	District	1,297	300	997	23	166	320
15	(Utuado	352 246	135 53	217 193	38 22	70 27	55 57
10	District	598	188	410	31	97	112
16	Arecibo	564 351	299 128	265 223	58 36	165 88	91 98
	District	915	427	488	47	253	189
17	(Manati Ciales Morovis	300 232 146	111 81 41	189 151 105	37 35 28	70 52 13	115 89 22
	District	678	233	445	34	135	226
18	Toa AltaVega Baja	291 248	48 75	243 173	14 30	18 74	70 50
	District	539	123	416	23	92	120
19	Bayamon	1,237	471	766	38	216	141
	Total	16, 145	5, 320	10, 825	33	2, 951	3, 368
	(San Juan	SECO	ND GRAI	DE.	43	7	8
1	Rio Piedras	130	74	56	54	22	15
	District	198	104	94	53	29	23
2	Carolina   Rio Grande	179 139	115 80	64 59	64 58	58 49	20 26
	District	318	195	123	61	107	46
	(Fajardo	82 85	58 61	24 24	71 72	30 22	19 11
3	Vieques   Culebra	} 12	5	7	42	1	5
	District	179	124	55	64	53	35
4	(Humacao Yabucoa Patillas.	62 56 32	48 30 30	14 26 2	77 55 94	35 6 5	9 10
	District	150	108	42	72	46	19
5	(Caguas San Lorenzo Aguas Buenas	54 31 35	39 30 27	15 1 8	72 97 77	16 1 14	5
	District	120	96	24	80	31	5
6	GuayamaCayey	128 99	59 71	69 28	46 72	44 26	25 6
U	D.				·	l	'

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District.....

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 $\begin{tabular}{ll} \textbf{Table 16a.--} Promotions in rural common schools, June, 1906--- Continued. \\ \\ \textbf{SECOND GRADE---} Continued. \\ \end{tabular}$ 

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
7	(Aibonito Comerio Barros	36 80 118	28 43 71	8 37 47	78 54 52	28 21 57	9
	District	234	142	92	65	106	26
8	Coamo Juana Diaz Santa Isabel	200 157 47	92 74 36	108 83 11	46 47 77	60 46 14	25 50
	District	404	202	202	50	120	75
9	Ponce	466	230	236	49	165	115
10	Yauco	199 <b>9</b> 3	90 67	109 26	45 72	38 43	22 9
	District	292	157	135	54	81	31
11	San German (Lajas Cabo Rojo	162 108 121	102 50 47	60 58 74	63 46 39	52 27 35	12 10 44
	District	391	199	192	51	114	66
12	Mayaguez Añasco Maricao	259 121 49	157 90 41	102 31 8	61 44 84	72 32 22	36 18 1
	District	429	288	141	67	126	55
13	Aguadilla (Aguada Isabela	219 89 153	114 32 58	105 57 95	52 36 38	99 28 27	86 39 54
	District	461	204	257	44	154	179
14	San Sebastian Lares Las Marias	222 179 112	88 79 51	134 100 61	40 44 46	60 53 28	64 47 29
	District	513	218	295	42	141	140
15	Utuado	223 122	96 46	127 7 <b>6</b>	43 38	37 22	36 28
	District	345	142	203	41	59	64
16	AreciboCamuy	184 158	149 104	35 54	81 66	95 60	14 9
	District	342	253	89	74	155	23
17	Manati (Ciales Morovis	111 71 76	78 44 32	33 27 44	70 62 42	29 40 4	27 19 5
	District	258	154	104	60	73	51
18	Toa Alta	111 142	75 79	36 63	68 56	31 31	18 19
	District	253	154	99	61	62	37
19	Bayamon	322	206	116	64	89	43
	Total	5, 902	3, 306	2, 596	56	1,781	1,064

 $\label{thm:common_schools} \textbf{Table 16a.--Promotions in rural common schools, June, 1906---Continued.}$  THIRD GRADE.

School district.	Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
1	(San Juan Rio Piedras.	52 62	42 36	10 26	81 58	20	6
	District	114	78	36	68	20	6
2	Carolina   Rio Grande	75 96	47 56	28 40	63 58	24 38	8 22
	District	171	103	68	60	62	30
3	(Fajardo Naguabo Vieques	50 45 } 21	31 37 11	19 8 10	62 82 52	15 25 3	7
Ů	Culebra	,				ļ	17
	(Humacao	26	79	37	100	43	17
4	Yabucoa Patillas	37 12	16 12	21	43 100		
	District	75	54	· 21	72	14	
	[Caguas	31	27	4	87	14	1
5	San Lorenzo	6 10	5 8	1 2	83 80	4	
	District	47	40	7	85	18	1
6	(Guayama Cayey	28 35	25 13	3 22	86 37	4 5	3 13
О	District	63	38	25	60	9	16
	(Aibonito	12	10	2 4	83	12	2
7	Comerio   Barros	55	24	31	44	9	14
	District	71	34	37	48	21	16
8	(Coamo Juana Diaz {Santa Isabel	160 72 13	87 24	73 48 13	54 33	44 16	15 20
	District	245	111	134	45	60	35
9	Ponce	189	82	107	43	58	63
10	Yauco Sabana Grande	64 10	27	37 3	42 70	19 6	12
	District	74	34	40	45	25	13
	(San GermanLajas	101 52	54 43	47 9	53 83	31 18	13 4
11	Cabo Rojo	87	24	63	28	21	31
	District	240	121	119	65	70	48
12	Mayaguez Añasco Maricao	133 32 43	86 17 30	47 15 13	53 70	11 17	9
44	District	208	133	75	66	71	31
	(Aguadilla	119	43	76	36	38	58
13	Aguada	32 68	16 29	16 39	50 43	14 12	16 25
	District	219	88	131	40	64	99
	1		, <del></del>		·		

Table 16a.—Promotions in rural common schools, June, 1906—Continued.

THIRD GRADE—Continued.

School district.	. Locality.	Pupils at end of year.	Number pro- moted.	Number not pro- moted.	Per cent pro- moted.	Number promoted having been more than one year in present grade.	Number not pro- moted hav- ing been more than one year in present grade.
14	(San Sebastian Lares Las Marias	84 60 59	31 37 35	53 23 24	37 62 59	26 19 16	30 8 14
	District	203	103	100	51	61	52
15	UtuadoAdjuntas	149 99	80 40	69 59	54 40	23 30	24 10
	District	248	120	128	48	53	34
16	Arecibo. Camuy	91 62	61 43	30 19	67 69	22 25	6
	District	153	104	49	68	47	7
17	(Manati Ciales. Morovis	58 42 50	42 26 28	16 16 22	72 62 56	24 24 2 2	10 11 2
	District	150	96	54	64	50	23
18	Toa AltaVega Baja	84 113	51 48	33 65	61 42	21 27	18 28
20	District	197	99	98	50	48	46
19	Bayamon	133	82	51	62	35	19
	Total	2,916	1,599	1,317	55	829	556
	<u> </u>	FOUR	TH GRAI	DE.			'
2	Rio Grande	33	15	18	45	15	17
3	Fajardo	5	5		100	2	
4	Humacao	11	11		100	11	
7	Barros	12	2	10	16	2	
11	Lajas	8		8			
14	Las Marias	2		2			2
18	Vega Baja	6		6			
	Total	77	33	44	43	30	19

Table 17.—Total enrollment and average daily enrollment in agricultural rural schools.

	Num-	Total	Ave	rage daily	enrollmer	ıt.
Locality.	ber of schools.	enroll- ment.	First term.	Second term.	Third term.	Year.
Carolina. Barros Ponce Sabana Grande Lajas Cabo Rojo Añasco Utuado Toa Alta Bayamon	2 1 1 1 1 1 1	68 116 48 67 62 57 60 72 72 90	45. 91 46. 79 45. 44 55. 94 52 00 50 26 45 20 41 30 57. 67 43. 17	48. 45 47. 96 46. 00 59. 86 54. 66 53. 75 49. 00 53. 58 59. 12 42. 03	43. 93 42. 77 43. 84 60. 07 54. 65 47. 35 51. 07 61. 76 52. 36 37. 79	46. 39 46. 27 45. 26 58. 47 53. 67 50. 90 48. 06 51. 05 56. 87 40. 84
Total and island	12	712	48.25	50.76	48.01	49.15

T and Mari	Avera	ge daily s		nce per	Percentage of attendance.					
Locality.	First term.	Second term.	Third term.	Year.	First term.	Second term.	Third term.	Total.		
Carolina Barros Ponce Sabana Grande Lajas Cabo Rojo Añasco Utuado Toa Alta Bayamon	38. 45 41. 99 42. 68 52. 33 47. 62 45. 04 37. 96 50. 09 50. 09	36. 24 42. 92 43. 40 56. 65 52. 88 49. 03 40. 67 45. 71 50. 90 37. 25	32. 93 37. 99 42. 16 58. 14 50. 88 39. 40 45. 06 58. 24 46. 76 32. 67	36. 22 41. 39 42. 84 55. 43 50. 42 45. 28 40. 70 45. 20 49. 55 35. 60	83. 75 89. 74 96. 11 93. 55 91. 58 89. 61 83. 98 86. 86 85. 96	74. 80 87. 45 94. 35 96. 25 96. 74 91. 22 83. 00 84. 96 86. 10 88. 63	74. 96 88. 82 96. 17 96. 79 93. 10 83. 12 88. 23 96. 50 89. 30 86. 45	78, 05 89, 48 94, 65 94, 80 93, 94 88, 96 84, 69 88, 54 87, 13		
Island	42.86	45, 03	42. 91	43.71	88, 83	88.71	89.38	88. 9'		

Table 19.—Sex of pupils in agricultural rural schools, March 2, 1906.

	First grade.			Sec	Second grade.			ird gr	ade.	Total in all grades.		
Locality.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
Carolina	18	9	27	13	6	19-	4		4	35	15	50
Barros	30	14	44	43	12	55			l	73	26	99
Ponce	20		20	22		22	3		3	45		45
Sabana Grande	31	18	49	4	7	11				35	25	60
Lajas	35		35	13		13	5		5	53		53
Cabo Rojo	25	9	34	1	7	8	6	3	9	32	19	51
Afiasco	16	8	24	6	8	14	4	7	11	26	23	49
Utuado	20	18	38	8	9	17	2	6	8	30	33	63
Toa Alta	10	5	15	18	8	26	13	6	19	41	19	60
Bayamon	43	13	56	7	8	15	9	1	10	59	22	81
Total	248	94	342	135	65	200	46	23	69	429	182	611

Table 20.—Ages of pupils in agricultural rural schools, March 2, 1906.

## MALES-FIRST GRADE.

Locality.	5	6	7	8	9	10	11	12	13	14	15	16	Total.
Carolina		2 2	5 6	5 4	1 4 3	2 6 8	1 2	5 5	2 1				18 30 20
Sabana Grande Lajas Cabo Rojo		3	6 8 5	7 3 6	6 4 4	4 7 4	2 6 2	$\begin{bmatrix} 2\\2\\2\\2 \end{bmatrix}$	3	1 1			31 35 25
Afiasco	1		2 2 3	6 3 3	2 5 1	2 2	3 1	2 2	5			1	16 20 10
Total	$\frac{3}{7}$	15	$\frac{11}{48}$	10	33	42	18	22	12	3		1	248

## MALES-SECOND GRADE.

Carolina Barros Ponce Sabana Grande Lajas Cabo Rojo Añasco Utuado Toa Alta Bayamon	1	1	5 5	2 1 2 2 2 1	2 9 8 2 1 3 3 1	3 11 6 2 3 2 1 2 2	1 3 4 1 2 1	1 2 5 2	1	12	13 43 22 4 13 1 6 8 18
Total	 	3	20	23	24	32	12	11	4	5	135

 ${\tt Table~20.--} Ages~of~pupils~in~agricultural~rural~schools,~March~2,~1906---Continued.$ 

	MALE	S-THIRD	GRADE.
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Locality.	5	6	7	8	9	10	11	12	18	14	15	16	Total.
Carolina							1	1		1	1		4
Ponce		ļ							3			1	1
Lajas				· · · · · · · · ·	}	1		1	3				5
Cabo Rojo				1		3		1		1			13 2 13
Utuado					1	1		1	2	····i			9
Toa Alta						2	5	2	i	2	i		10
Bayamon		1				1 3	, ,	2	l i	í	li	i	16
Dayamon						- 0					1	1 . 1	
Total				1		10	6	9	9	6	3	2	46
**************************************	<i>!</i>	•	TOTA	L MA	LES	IN AL	L GR	ADES.	· ·	<u>'</u>	1		
Carolina	8	2	5	5	3	5	3	4	1	2	2		35
Barros	l	2	6	4	12	14	10	$1\overline{6}$	5	2		2	7
Ponce					3	10	5	11	1 7	6	2	ī	45
Sabana Grande			6	7	6	4	2	4	3	3		· · · · · ·	35
Lajas		3	8	3	9	10	8	6	4	1		1	58
Cabo Rojo		2	5	7	4	8	2	3		1			32
Afiasco	1		2	7	2	5	4	3	2				26
Utuado	• • • • • •		3	3	5	4	4	4	6	1			30
Toa Alta			3	5	6	3	8	6	3	3	1	3	41
Bayamon	3	6	11	10	3	12	2	6	2	1	2	1	59
Total	7	15	49	51	53	75	48	63	33	20	7	8	429
			F	EMAL	ES—F	IRST (	GRAD	E.					
Carolina		3	1	2		1		2					9
Barros			2	3	3	2 7		3	1				14
Sabana Grande		1	$\bar{2}$		2	7	3	3					18
Cabo Rojo		3	1	2	1	2							9
Afiasco			2 2		2	3	1	2					8
Utuado		2	2	3	4		3	1	2		1 1		18 9 8 18 5
Toa Alta			2		2	1	]					[]	5
Bayamon		1	2	. 2	6		2						13
Total		10	14	12	18	16	9	11	3		1		94
							!						
·			FE	MALE	S-SE	COND	GRAI	OE.					
						3	1	2					6
Barros						3 4	5	3 2	1	• • • • • • •			12
Sabana Grande Cabo Rojo	• • • • • •			·····i	····i	3	1	1				• • • • • • •	7
Añasco				i	4	2	1	1		1			/
Utuado			•••••		2	ĩ	1	3		1	1	•••••	o o
Toa Alta	•••••		•••••	•••••	í	i	i	9	$\frac{1}{2}$	i	1 1	•••••	7 7 8 9 8
Bayamon	•••••		•••••	i		î	2	2 2	ĩ	i			8
·													
Total		•••••	•••••	3	8	18	12	15	5	3	1	•••••	65
			FE	MALI	ES—TF	HIRD (	GRAD:	E.					
Cabo Rojo				1		1	2		1			1	· · · · · · · · · · · · · · · · · · ·
							4	i	i	····i			7
Utuado							i	3	2				3 7 6
						1	2	ĭ		2			6
									1				ĭ
Total						2	9	5	4	3			23

Table 20.—Ages of pupils in agricultural rural schools, March 2, 1906—Continued.

TOTAL FEMALES IN ALL GRADES
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Locality.	5	6	7	8	9	10	11	12	13	14	15	16	Total.
Carolina		3	1	2		4	1	4					15
Barros		1	2	3	3	5	5	6	2				
Sabana Grande		1	2 2 1		. 2	11	4	5 1					25
Cabo Rojo		3	1	3	2 4	6	3 5	1	i	2			19
Añasco		2	2 2 2 2	3	6	5	5	3 7 3 2	5	2	2		26 25 19 23 33 19
Toa Alta			2		3	3	5 3	3	5 2 2	3			19
Bayamon		1	2	3	6	1	4	2	2	1			22
Total		10	14	15	26	36	30	31	12	6	2		182
	'	<u>'</u>	во	TH SE	XES-	-FIRS	r gra	DE.			·	·	
Carolina	3	5	6	7		9			Ī				07
Barros		1 2	8	7	1 7	8	ii	8	3				27 44
Ponce					3 8	8	$\frac{1}{2}$	5	1	1			44 20
Sabana Grande		1	8	7	8	11	5 6 2	5 2	3	1			49
Lajas		3 5	8 6	3	4 5	6	6	2	1	1			35 34
Cabo Rojo Añasco	1	9	4	8 6		5	4	2					34 24
Utuado		2	4	6	9	5 2	4	3	7		i		38
Toa Alta		(	5	3	9 3 9	1 7	1	2 2 3 2 2				i	15
Bayamon	3	7	13	12	9	7	3	2					56
Total	7	25	62	59	51	58	27	33	15	3	1	1	342
			вот	н ѕех	KES—S	SECON	D GR.	ADE.					
Carolina					2	6	3	5	1	1	1		10
Barros	. <b></b> .				8	11	14	14	4	1 2 5		2	55
Ponce				,		2	3	6	4	5	2		19 55 22 11
Sabana Grande						4	1	4		2			11
Lajas				1	5 1	2 4	$\frac{2}{1}$	3 1		• • • • • •		1	13 8
Añasco				2	4	4	i	2		1			14
Utuado			1		2	3	4	4	2		1		17
Toa Alta				2	6	3	4	4	4	2		2	26
Bayamon				1		3	3	4	2	<u>ī</u>	1	•••••	15
Total	•••••	• • • • • •	1	6	28	41	36	47	17	14	5	5	200
			вот	H SE	XES-	THIR	O GRA	DE.					
Carolina							1	1		1	1		4
Ponce									2			1	4 3 5 9 11
Lajas					• • • • • •	1		1	3				5
Cabo Rojo Añasco				1		4	2 4	$\frac{1}{2}$	3	1 1			11
Utuado							1	4	2	i			11
Toa Alta						3	7	3	2 1	4	1		8 19
Bayamon						3		2	2	1	1	1	10
Total				1		12	15	14	13	9	3	2	69
		то	TAL	вотн	SEXE	S IN	ALL (	RAD	ES.			<u> </u>	
Constinu	0					0		0	,	2	0		50
CarolinaBarros	3	5 2	6 8	7 7	3 15	9 19	4 15	$\frac{8}{22}$	1 7	$\frac{2}{2}$	2	····2	99
Ponce					3	10	5	11	7 7	6	2	ĩ	99 45
Sabana Grande		1	8	7	8 9	15	6	9	3				60
Laina		3	8	3	9	10	8	6	4	1		1	53
Cabo Rojo	;-	5	6	10	6	14	5	4	3	1			51 49
AñascoUtuado	1	2	8 6 4 5	8 6	6 11	10 5	8 5 9	6 11	11	3 1 1 2 1 6	2		49 63
Toa Alta			5	5	9	6	11	9	5	6	2	3	60
Bayamon	3	7	13	13	9	13	6	8	4	2	2	1	81
Total	7	25	63	- 66	79	111	78	94	45	26	9	8	611

Table 21. --Years in agricultural rural schools of pupils enrolled March 2, 1906.

# MALES-FIRST GRADE.

			D-11	ubl d	TUILDE						
Locality.	1	2	8	4	5	6	7	8	9	10	Total
Carolina	11	7									1
Barros	10	15	5								3
Ponce	3	9	8								2
Sabana Grande	13	12	5 3 5 3 3	1							3
La]as	9	22	3	1							3
Cabo Rojo	14	6	5		• • • • •						2.
Añasco.	4	9	3		• • • • • •						10
Utuado	6	13	l .								20 10
Toa Alta	29	4 11	2		• • • • • •						4
Bayamon	29	11	Z	1		• • • • • •					4.
Total	103	108	34	3							24
	М	ALES	-SEC	OND (	GRAD	E.		'	<u> </u>		,
On molim o		_	7	Ι,		1		Ī	Ī	1	1
Carolina		5 9	23	1 10	····i				• • • • • •		13
BarrosPonce		1	7	9	5						1
Sabana Grande	l		í	3	"						4
[aigs		9	4	3	1						1
Lajas	i	, ,	1 *		1						1
A figure	1	5	i		1						l
AñascoUtuado		4	4		1						1
Toa Alta		6	9	3					• • • • • •	• • • • • • • • • • • • • • • • • • • •	1
Bayamon	1	2	4	1					••••		1
Вауашоп	1		- 3					• • • • • • • • • • • • • • • • • • • •			
Total	2	41	60	26	- 6						13
		MALE	s—тн	IRD 6	RADI	C.	,	<del>,</del>			
Carolina				3	1			ļ	ļ. <b>.</b>	<b> </b>	1
Ponce				1	2						
Lajas	2		5								
Cabo Rojo		1	3								۱ ۱
Añasco		1	1	2							
Utuado			į	1				••••			
Toa Alta			1 3	8							1
Bayamon			2	3	1	1		1	1		
Total	2	2	17	18	4	1		1	1	<u> </u>	40
	тота	L MA	LES I	N AL	L GRA	ADES.					
Carolina	11	12	7	4	1	ļ		<b> </b>	ļ		38 78
Barros	10	24	28	10	1						7:
Ponce	3	10	15	10	7						1 1
Sabana Grande	13	12	6	4							3 5 3
Lajas	9 17	31	12	1							5
Cabo Rojo		7	8 5 8								3
Añasco	4	15	5	2							3
Utuado	4	17	8	1							3
Toa Alta	6	10	14	11							4
Bayamon	30	13	8	4	1	1		1	1		5
Total	107	151	111	47	10	1		1	1		429
	F	EMAL	ES—F	IRST	GRAD	E.					
Carolina	8	1		Ī			1			[	
Barros	3	à	9	i							1
Sabana Grande	[ 6	9 5	5	1	1			1	1	ļ	1
	6	4	0		1	l					1 1
Cabo Rojo	١	4	2			····					
Afiasco	3	4	2	····i							١.
Utuado	8 2 8 3 3 9 3	6	2	1							1
Toa Alta	9	2				1		[			1 1 1
Bayamon	9	4									13
Total	45	35	12	2							94
	<u> </u>							1			

Table 21.—Years in agricultural rural schools of pupils enrolled March 2, 1906—Con. Females—Second grade.

Locality.	1	2	3	4	5	6	7	8	9	10	Total
Carolina		5	1								
Barros		4	1 7	1							1
lahana Granda			4	3							· ·
Jabo Rojo Añasco Jtuado Coa Alta	2	2		1							l
Añasco		5	2 3 5								
Jtuado		3 7	5	1							1
Гоа Alta		7	1								1
Bayamon		1	6	1							
Total	2	27	29	7							. •
	Fl	EMAL	ES—T	HIRD	GRAI	E.	J		!	!	1
D. /-		1									
Cabo Rojo	1	1	2 3		1						l
Añasco		1	5	2 1	1 1						l
Utuado			2	4							l
Гоа Alta Bayamon	l		2	1							l
рауашон	•••••				• • • • • • •						
Total	1	1	12	8	1						:
•	LATOT	LFEM	ALES	IN A	LL GI	RADES	3.				
Carolina	8	6	1		l		<u> </u>		<b></b> .		
Barros	2	13	9	2 3							
Sabana Grande	8	5	9	. 3							
Cabo Rojo	8 2 8 6 3	6	6	1							1 .
Añasco	3	10	7	. 3	1						1 :
Utuado	9	9	12	. 3	1						:
Toa Alta	9	9	3	4							
Bayamon	9	5	6	2							2
Total	48	63	53	17	1						18
	во	rh se	XES-	-FIRS	r GRA	DE.	<u> </u>		I	I.	1
a 11	10	Ī ,	1	1	[	Ī	Ī	1		[	Ι
Carolina	19	8	7								
Barros	12	24 9		1				• • • • • •			
Ponce	3 21	17	10	<sub>i</sub> -		1	1			1	
Sabana Grande	21	22		1							
Lajas	9 17	10	3 7	1 1		1	1			1	3
Cabo RojoAñasco	7	13	4	1		1				1	
Utuado	13	19	5	1							
Toa Alta	19	6		· · · · · ·	1	1	1	1		1	
Bayamon	38	15	2	1		1					1
				5						-	3
Total	148	143	46	9							9
	вот	H SE	XES-	SECON	ID GR	ADE.					
Carolina	[	10	8	1				1			
Barros	1	13	30	11	i		1				1
Ponce		i	7	9	5	1					
Sabana Grande			5	6							4
Laias		9	4		[	.]					
Lajas Cabo Rojo	. 3	2	2	1	J	.				.	-
Añasco		10	4			.				.	
Utuado		. 7	9	1		.  <b></b> .		· · · · ·		.	
Toa Alta	.	. 13	10	3							
Bayamon	. 1	3	10	1							1
Total	4	68	89	33	6				1		2
10101	. 4	1 00	1 09	1 00	. 0						

Table 21.—Years in agricultural rural schools of pupils enrolled March 2, 1906—Con. BOTH SEXES-THIRD GRADE.

Locality.	1	2	8	4	5	6	7	8	9	10	Total.
Carolina			5	3 1	1 2						4 3 5
Cabo Rojo	3	2	5 4 6	4 2	1						9 11 8
Toa AltaBayamon			$\frac{7}{2}$	12 4	1	1		····i	····i		19 10
Total	3	3	29	26	5	1		1	1		69
TO	TAL :	вотн	SEXI	ES IN	ALL (	GRADI	ES.				
Carolina. Barros. Ponce Sabana Grande Lajas. Cabo Rojo	19 12 3 21 9 23	18 37 10 17 31 13 25	8 37 15 15 12 14 12	12 10 7 1 1 4	1 1 7 1						50 99 45 60 53 51
Utuado	13 9 39	26 19 18	20 17 14	15 6	····i	1		1	1		63 60 81

#### Total ..... 155 214 164 64 11 1 1 1

611

# Table 22.—Number of schools and enrollment. NIGHT SCHOOLS.

. <u>s</u>		Whole		n 11	Average	daily enro	llment per	r school.
School district.	Locality.	number of schools open this year.	Total enroll- ment.	Enroll- ment March 2, 1906.	First term.	Second term.	Third term.	Year.
1	San Juan	4	396	142	40.89	33.19	29. 29	34.54
2	Carolina Río Grande	3 2	166 166	104 72	39. 42 46. 09	33. 95 36. 37	28. 88 33. 54	33. 71 38. 92
	District	5	332	176	43.06	34.94	30.86	36.07
3	Fajardo	1 1	128 86	32 38	51.57 37.34	36.76 40.18	29. 73 50. 80	41. 72 41. 83
	District	2	214	70	44.09	38.41	43.44	41.78
4	Humacao Yabucoa Patillas	2 3 1	204 133 57	59 71 29	35. 53 35. 68	31. 66 37. 37 29. 30	37. 02 31. 66 25. 60	34. 20 34. 77 27. 78
	District	6	394	159	35.60	33.79	32.31	33. 68
5	Caguas San Lorenzo Aguas Buenas	3 2 1	284 122 52	98 57 21	34. 70 30. 69 30. 00	32, 55 30, 26 23, 62	28. 06 27. 93 23. 02	32. 03 29. 83 24. 27
	District	6	458	176	32.66	30. 27	27.16	30.06
6	Guayama Cayey	2 1	124 139	41 34	51. 94 50. 85	41.88 39.95	40. 79 34. 09	43.58 42.20
	District	3	263	75	51. 31	40.94	38.40	42. 93
7	Aibonito	1	75 34	21 25	27. 40 28. 00	22.70 25.30	24.00 20.00	24. 73 23. 94
	District	2	129	46	27.54	24.30	21.76	24.37

Table 22.—Number of schools and enrollment—Continued. NIGHT SCHOOLS—Continued.

-si		Whole		l	Average	daily enro	llment per	school.
School dis- trict.	Locality.	number of schools open this year.	Total enroll- ment.	Enroll- ment March 2, 1906.	First term.	Second term.	Third term.	Year.
8	(Coamo Juana Diaz Santa Isabel	1 4 2	64 241 177	17 124 84	36. 81 37. 94 72. 86	21, 77 32, 23 39, 28	19.50 31.30 31.16	26, 52 33, 36 39, 72
	District	7	482	225	41.16	32. 21	29.49	33. 48
9	Ponce	5	490	228	44.37	44. 17	39. 79	43. 19
10	Yauco Sabana Grande	4	381 95	187 55	52. 37 56. 90	47. 24 56. 71	44. 77 61. 37	47. 88 57. 95
	District	5	476	242	53.67	49.17	48.14	50.17
11	(San German Lajas Cabo Rojo	2 1 2	180 80 195	67 48 95	37. <b>4</b> 2 24. 16 44. 42	33. 75 46. 78 42. 81	28. 71 33. 65 31. 31	33. 22 35. 43 40. 25
	District	ŏ	455	210	36.47	39. 89	30.70	36.44
12	Mayaguez Añasco Maricao	2 2 2 1	138 136 53	91 69 34	47. 39 40. 72 29. 00	42. 83 36. 51 35. 12	39. 80 39. 24 36. 92	43. 37 38. 46 35. 19
	District	5	327	194	43. 19	38. 91	39.00	39.99
13	Aguadilla	2 1	178 78	78 33	36. 62 35. 10	37. 67 30. 56	34.80 19.20	36.53 29.34
	District	3	256	111	36. 10	35. 51	29. 81	34. 16
14	(San Sebastian Lares (Las Marias	3 2 1	226 162 100	133 103 52	34. 39 42. 46 41. 70	46. 05 45. 93 47. 72	36. 17 44. 19 54. 60	39. 78 44. 53 49. 67
	District	6	488	288	38. 63	46, 31	41.76	43. 11
15	Utuado	1	59	36	42.41	36.07	32. 22	36.51
16	Arecibo Camuy	4 2	419 115	210 21	53, 93 35, 23	50. 28 30. 24	36.55 20.29	47. 40 31. 11
	District	6	534	231	46. 07	46. 24	33. 12	42.69
17	Manati Ciales Morovis	2 1 2	169 46 144	63	41.59 27.63 20.61	35. 66 32. 66	38. 05 55. 39	38. 43 27. 63 38. 45
	District	5	359	86	32.89	34.46	46, 62	37.48
18	Vega Baja	1	77		53. 07	30. 93		48.70
19	Bayamon	3	249	151	42.57	47. 35	34.52	42.16
	Total and island	80	6,438	2,846	40. 97	38. 42	35.05	38. 20

 $\begin{tabular}{ll} \textbf{Table 23.--Average attendance per school and percentage of attendance.} \\ \textbf{NIGHT SCHOOLS.} \end{tabular}$ 

San Juan	dis-		Avei	age dail per so	y attend	ance	P	er cent a		ce
Carolina	Schoo	Locality.				Year.		Second term.		Year.
Rio Grande	1	San Juan	32. 94	30. 26	25. 77	29.86	80.56	91.17	87.98	86.43
Fajardo	2	Carolina	31. 92 37. 60	25. 98 30. 79					65. 72 85. 36	74. 96 83. 74
Naguabo		District	35. 13	27.95	26.00	28.59	81, 59	79. 99	84, 25	79, 26
Humacao. 30.33 28.61 30.84 28.91 85.36 84.68 88.30 Yabucoa. 34.59 32.88 26.96 31.13 96.95 87.99 85.16 Patillas. 26.60 23.30 24.87 88.74 91.02 District. 32.39 29.32 27.72 29.44 90.98 86.77 85.79 S5.16 S6.16 Patillas. 27.20 29.32 27.72 29.44 90.98 86.77 85.79 S6.16 Patillas. 27.21 23.15 20.55 23.74 78.42 71.12 92.20 S6.16 26.96 27.38 1.0ron. 27.30 26.46 26.64 26.79 88.74 88.45 35.02 S6.10 Patillas. 27.25 23.57 22.50 24.19 83.44 77.87 82.84 S6.24 S6.24 S6.25 S6	3	Fajardo   Naguabo			14.68 44.36	27. 27 38. 07	74. 66 92. 80	57. 57 92. 63		65. 37 91. 09
Yabucoa		District	36.47	28.91	34.00	33.05	82.72	75. 27	78.27	79.10
Caguas.   27, 21   23, 15   20, 55   23, 74   78, 42   71, 12   92, 20   20, 20, 20, 20, 20, 20, 20, 20, 20, 20,	4	Yabucoa	34.59	32.88	26.96	31.13	96. 95	87.99	85.16	84.53 89.53 89.53
San Lorenzo   27, 30   26, 46   26, 54   26, 79   88, 74   85, 45   87, 65   Color		District	32.39	29.32	27.72	29.44	90.98	86.77	85.79	87.41
6   Guayama	5	San Lorenzo	27.30	26.46	26.54	26.79	88.74	85.45	95.02	74.12 89.81 84.47
District		,	27. 25	23.57	22.50	24. 19	83.44	77.87	82.84	80.47
Table   Tabl	6	GuayamaCayey	46. 56 39. 51	35. 91 30. 37	35.87 28.54		89.64 77.70	85. 75 76. 02	87. 94 83. 72	87. 59 78. 34
Comerio   27.08   23.00   18.52   22.28   96.71   90.91   92.60     District   26.22   21.49   19.47   21.84   95.21   88.44   89.48		Uistrict	42.40	33. 21	33. 26	35.76	82. 64	81.11	88.63	83.30
District.   26.22   21.49   19.47   21.84   95.21   88.44   89.48   (Coamo	7		$24.20 \\ 27.08$	19.30 23.00		20.47 $22.28$				86.82 93.07
Santa Isabel	•	District	26. 22	21.49	19. 47	21.84	95. 21	88.44	89. 48	89.62
Santa Isabel		(Coamo								75. 94 78. 39
Ponce 39.61 38.73 36.15 38.43 93.48 87.73 95.66   Yauco 44.12 39.33 39.67 40.70 84.25 83.26 88.61  District 47.26 42.28 43.71 43.98 88.06 85.99 90.80   San German 24.42 26.13 22.36 24.61 65.26 77.42 77.88  Lajas 19.14 41.07 29.63 30.39 79.22 87.79 88.05  Cabo Rojo 35.39 33.05 26.31 31.85 79.67 77.20 84.03  District 27.15 31.79 25.34 28.70 74.44 79.70 82.58   Mayaguez 41.30 37.89 35.60 38.16 89.15 88.46 89.45 Añasco 35.39 28.13 32.23 31.32 86.91 96.77 82.14  Maricao 27.50 28.91 27.22 28.14 94.83 82.32 73.73  District 37.74 32.32 32.64 33.75 87.38 83.06 83.69   District 28.61 28.39 23.14 26.67 79.25 79.95 77.63   San Sebastian 26.79 38.56 28.83 32.33 77.90 83.74 79.71  Lares 31.08 34.90 32.45 33.21 78.20 75.98 73.44 20.59  District 29.26 36.41 32.13 33.46 75.74 78.62 76.94   Utuado 32.60 26.88 24.42 27.58 76.87 74.52 75.79   Arecibo 45.06 43.24 25.88 38.81 83.55 83.77 70.81  Arecibo 45.06 43.24 25.88 38.81 83.55 83.77 70.81  Arecibo 45.06 43.24 25.88 38.81 83.55 83.77 70.81  Arecibo 45.06 43.24 25.88 38.81 83.55 83.77 70.81  Arecibo 45.06 43.24 25.88 38.81 83.55 83.77 70.81  Arecibo 27.62 14.18 15.35 21.96 78.40 48.94 75.65	8	Santa Isabel		28.70	24. 21	29. 10	66.76	73.07	77.67	73. 26
Yanco	_	•								76.70
Sabana Grande	9									88.98
San German	10									85.00 95.14
District   27. 15   31. 79   25. 34   28. 70   74. 44   79. 70   82. 58		-	47. 26	42.28	43.71	43.98			90.80	87.66
Mayaguez	11	[Lajas	19.14	41.07	29.63	30.39	79, 22	77. 42 87. 79 77. 20	88.05	73. 86 85. 77 79. 13
Maricao	l	District	27. 15	31.79	25.34	28.70	74.44	79. 70	82.58	78.76
Aguadilla 29.63 29.70 28.07 29.24 80.91 78.84 80.66 22.32 12.65 21.44 75.84 75.84 80.66 22.32 12.65 21.44 75.84 75.84 75.04 20.89 23.14 26.67 79.25 79.95 77.63 25.25 23	12	Mayaguez Afiasco Maricao	35.39	28.13	32. 23	31.32	86.91	96.77	82. 14	87. 99 81. 44 79. 97
Aguada		District	37.74	32. 32	32. 64	33. 75	87.38	83.06	83.69	84.37
District   28.61   28.39   23.14   26.67   79.25   79.95   77.63	13	Aguadilla Aguada		29. 70 22. 32						80.04 73.07
14 Las Marias     31.08 34.90 35.12 42.32 87.65 81.77 73.60 79.32       District     29.26 36.41 32.13 33.46 75.74 78.62 76.94       15 Utuado     32.60 26.88 24.42 27.58 76.87 74.52 75.79       Arecibo     45.06 43.24 25.88 38.81 83.55 83.77 70.81 76.65       16 Camuy     27.62 14.18 15.35 21.96 78.40 48.94 75.65		District	28.61	28.39	23.14	26.67	79. 25	79.95	77.63	78.07
14							77. 90 78. 20			81. 27 74. 58
15 Utuado 32.60 26.88 24.42 27.58 76.87 74.52 75.79 Arecibo 45.06 43.24 25.88 38.81 83.55 83.77 70.81 73.65 27.62 14.18 15.35 21.96 78.40 48.94 75.65	14	Las Marias	34.10	35.12	42.32	37.65	81.77	73.60	79. 32	75. 80
Arecibo 45.06 43.24 25.88 38.81 83.55 83.77 70.81 27.62 14.18 15.35 21.96 78.40 48.94 75.65	,	•								77.62
16 Camuy 27. 62 14. 18 15. 35 21. 96 78. 40 48. 94 75. 65	10	!								75. 54
District 27 41 37 54 23 66 23 03 81 20 81 18 71 44	16	Camuy								,81.88 70.59
07.41 07.61 20.00 00.50 01.20 01.10 11.11		District	37.41	37.54	23.66	33. 93	81, 20	81.18	71,44	79. 48

 $\begin{tabular}{ll} \textbf{Table 23.--} Average \ attendance \ per \ school \ and \ percentage \ of \ attendance-- Continued. \\ \textbf{NIGHT SCHOOLS--} Continued. \\ \end{tabular}$ 

ol dis- ict.	Locality.	Ave	rage dail per se	y attend	ance	P		ttendan	ce
School d	Documey.	First term.	Second term.	Third term.	Year.	First term.	Second term.	Third term.	Year.
17	Manati Ciales Morovis	34. 92 24. 82 17. 05	28. 08	29, 45	30. 89 24. 82 32. 61	83. 96 89. 83 82. 73	78.74 86.62	79. 20 84. 37	80. 38 89. 83 84. 81
	District	27.94	28. 16	37. 99	30.99	84. 95	81.72	81.49	82.68
18	Vega Baja	39. 70	14. 29		34. 68	74. 81	46.17		71. 21
19	Bayamon	27.05	33.77	23. 61	28. 98	63.54	71.32	68.40	68.74
j	Island	30. 59	29.65	28. 67	31.11	74.66	77. 17	81.80	81.44

Table 24.—Sex of pupils, March 2, 1906.
NIGHT SCHOOLS.

ool iet.		Fi	rst gra	de.	Sec	ond g	rade.	Thi	rd grae	de. a	Total	inallg	rades.
School district.	Locality.	Male.	Fe- male.	To- tal.	Male	Fe- male	To-	Male.	Fe- male.	To- tal.	Male.	Fe- male-	To- tal,
1	San Juan	57	20	77	27	13	40	20	5	25	104	38	142
2	CarolinaRio Grande	50 42	6	56 42	43 30	5	48				93 72	11	104 72
	District	92	6	98	73	5	78				165	11	176
3	Fajardo	27 32	5 6	32 38							27 32	5 6	32 38
	District	59	11	70							59	11	70
4	Humacao Yabucoa Patillas	59 56 <b>2</b> 9	15	59 71 29							59 56 29	15	59 71 29
	District	144	15	159							144	15	159
5	Caguas San Lorenzo Aguas Buenas	44 33 13	24 12	68 45 13	23 10 8	7 2	30 12 8				67 43 21	31 14	98 57 21
	District	90	36	126	41	9	50				131	45	176
6	GuayamaCayey	15 8	6	21 8	19 19	1	20 19			7	34 34	7	41 34
	District	23	6	29	38	1	39	7		7	68	7	75
7	Aibonito	14 17	7	21 17	8		8				14 25	7	21 25
	District	31	7	38	8		8				39	7	46
8	Coamo Juana Diaz Santa Isabel	10 60 67	7 25 17	17 85 84	31	8	39				10 91 67	7 33 17	17 124 84
ľ	District	137	49	186	31	8	39				168	57	225
9	Ponce	135	65	200	21	7	28				156	72	228
10	(Yauco Sabana Grande	148 32	25 23	173 55	14		14				162 32	25 23	187 55
-  1	District	180	48	228	14		14				194	48	242
- 11	San German Lajas Cabo Rojo	44 48 77		44 48 77	14 18		14	9 .		9	67 48 95		67 48 95
- 1	District	169 .		169	32		32	9 .		9	210 .	,	210

a Note.—Includes under Mayaguez, as in fourth grade, 20 male pupils.

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 $\begin{tabular}{ll} \textbf{Table 24.--Sex of pupils, March 2, 1906---Continued.} \\ \textbf{NIGHT SCHOOLS--Continued.} \\ \end{tabular}$ 

ct.		Fi	rst gra	de.	Sec	ond gr	ade.	Thi	rd gra	de.a	Total	inallg	rades.
School district.	Locality.	Male.	Fe- male.	To- tal.	Male.	Fe- male.	To- tal.	Male.	Fe- male.	To- tal.	Male.	Fe- male.	To- tal.
12	Mayaguez Añasco Maricao	24 52 3		24 52 3	19 17 8	8	19 17 16	48	i	48 15	91 69 25	9	91 69 34
	District	79		79	44	8	52	62	1	63	185	9	194
13	Aguadilla	55 28	10 5	65 33	13		13				68 28	10 5	78 33
	District	83	15	98	13		13				96	15	111
14	San Sebastian   Lares   Las Marias	65 45 52	19 33	84 78 52	18 14	11 6	29 20	13 5	7	20 5	96 64 52	37 39	133 103 52
	District	162	52	214	32	17	49	18	7	25	212	76	288
15	Utuado	17	5	22	13	1	14				30	6	36
16	Arecibo Camuy	73 16	42	115 16	59 5	29	88 5		7	7	132 21	78	210 21
	District	89	42	131	64	29	93		7	7	153	78	231
17	Manati	47 23		47 23	16		16				63 23		63 23
	District	70		70	16		16				86		86
19	Bayamon	92	2	94	24	6	30	22	5	27	138	13	151
	Total	1, 709	379	2,088	491	104	595	138	25	163	2,338	508	2,846

a Note.—Includes under Mayaguez, as in fourth grade, 20 male pupils.

Table 25.—Ages of pupils in night schools, March 2, 1906.

# MALES-FIRST GRADE.

	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan					1		2	5	7	4	7	6	4	8	13	57
2	Carolina Rio Grande					1	2	1	4 9	4 3	1 4	5 6	4 3	1 2	3 2	24 13	50 42
	District					1	2	1	13	7	5	11	7	3	5	37	92
3	Fajardo Naguabo			2	1	3 2	5 6	1 4	7	2 1	2	4 6	1	1	2	5	27 32
	District		1	2	1	5	11	5	8	3	2	10	2	2	2	5	59
4	Humacao Yabucoa Patillas				1 	1	3 2 	3 2 	12 4 2	6 6 3	13 4 2	7 7 2	4 4 4	2 3 5	3 3 5	3 20 6	59 56 29
	District				3	1	5	5	18	15	19	16	12	10	11	29	144
5	Caguas San Lorenzo Aguas Buenas					1 2	5 1	1 3	6 4 1	3 2 	6 1	5 2 	4 7 3	4 3 1	4 2 1	12 5 1	44 33 13
	District					3	6	4	11	5	7	7	14	8	7	18	90
6	GuayamaCayey							 1	1 3		2	3	2 1	1	3	3 3	15 8
	District							1	4		2	3	3	1	3	6	23

Table 25.—Ages of pupils in night schools, March 2, 1906—Continued. MALES-FIRST GRADE-Continued.

•	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
7	(Aibonito Comerio						2		2 2	2 2		i	 i	2 1	2 3	4	14 17
	District			<u></u>			2		4	4	7	1	1	3	5	4	31
8	CoamoJuana DiazSanta Isabel					1	2 3 5	1 	 9 2	7 3	1 6 1	 8 6	3	$\frac{1}{2}$	 3 7	4 19 40	10 60 67
	District				• • • •	1	10	3	11	10	8	14	4	3	10	63	137
9	Ponce							1		1	6	12	19	40	26	30	135
10	Yauco Sabana Grande				4	1	10 4	9	9 10	14 2	16 1	17 1	5	11	12	44	148 32
	District			1	5	5	14	13	19	16 ===	17	18	5	11	12	44	180
11	San German Lajas Cabo Rojo			1 2 	3	2	1 3 7	1 2 4	15 16 6	6 6 5	5 3 8	3 6 7	1 4 6	 2	4	32	44 48 77
	District		<u></u>	3	3	6	11	7	37	17	16	16	11	2	4	36	169
12	Mayaguez Añasco Maricao						1 3 	3	3 5 	6 	5 13 1	3 9 1	5 3 1	2 2 	2	3 6	24 52 3
	District		<u></u>		<u></u>		4	3	8	8	19	13	9	4	2	9	79
13	Aguadilla					2	1 4	3	5 2	4 3	10 1	9 3	4 3	5 1	3	13	55 28
	District		<u></u>	<u></u>		2	_5	3	7	7	11	12	7	6	7	16	83
14	San Sebastian     Lares     Las Marias			1	4 2	$\frac{3}{2}$	5 8 2	4 2	13 8 10	5 5 2	10 5 5	6 2 5	3 2 6	4	4 6 4	<u>8</u> <u>12</u>	65 45 52
	District			1	6	5	15	10	31	12	20	13	11	4	14	20	162
15	Utuado								1				2		1	13	17
13	Arecibo							2	4	4	6 1	4	3 4	3	12 5	35 4	73 16
	District							2	4	5	7	5	7	3	17	39	89
17	Manati						2	3	4 4	6	7 6	10 4	2	1	3	9 5	47 23
	District						2	3	8	7	13	14	2	1	6	14	70
19	Bayamon				· 1		1	2	2	3	10	15	11	18	13	16	92
	Total		1	7	19	30	88	65	191	127	173	187	133	123	153	412	1,709
				M A	LES	-SE	CON	D G	RAL	E.							
1	San Juan					1	1		4	3	3	2		2	1	10	27
	(Carolina						1	==	2	3	5	2	5	5	1	19	43
$^2$	Rio Grande							1	4	3	3	1	3	5	2	8	30
	District		<u></u>	<u>:::</u>		==			6	6	8	3	8	10	3	27	<del>73</del>
5	Caguas San Lorenzo Aguas Buenas						1 	i 	3 3 5	1 1 	5 1 2	3 2 1		5 1 		3	23 10 8
,	District						1	1	11	2	8	6	1	6	2	3	41
6	GuayamaCayey								3	i	2 3	2 1	 4	3 2	3 3	9 2	19 19
v	District								3	1	5	3	4	5	6	11	38

Table 25.—Ages of pupils in night schools, March 2, 1906—Continued.

MALES—SECOND GRADE—Continued.

	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
7	Comerio						<u> </u>				-	1	3	1	3		8
8	Juana Diaz						1		2	3	5	5	4	1	2	8	31
9	Ponce										4			10	3	4	21
10	Yauco								2	3		6	3				14
	San German							1	2		1	1	1	1	7		14
11	Cabo Rojo							1	2		7	1	$\frac{2}{3}$	$\frac{2}{3}$	7	$\frac{8}{8}$	18 
			=	==	=	<u> </u>			$\frac{2}{2}$	=	3	4	4			2	19
12	Mayaguez Añasco Maricao						1		3	1	$\frac{3}{2}$	2	1 2		3	$\frac{2}{3}$	17 8
	District								5	3	8	7		3	3	7	44
13	Aguadilla			-		==		-		<u> </u>		<u> </u>			4	9	13
	(San Sebastian		=	_	=	=	=	1		= <u>-</u>	6	3		2	<del></del>	3	18
14	Lares	<u></u>									3	1	<u></u>		6	4	14
	District				<u></u>	·		_1		2	9	4		2	7	7	32
15	Utuado				<u></u>									2	3	8	13
10	AreciboCamuy										2	3	6	$\frac{2}{2}$	5 1	$\frac{40}{2}$	59 5
16	District									1		3	6	4	6	42	64
17	Manati								2		1	5	1		3	4	16
19	Bayamon		==					1	1		3	2	6	2	9		24
	Total					1	5	5	38	24	63	48	46	51	62	148	491
	!			M A	LES	—ті	HRI	) GI	RAD	Е.						1	
1	San Juan	<u></u>		2		••••	1		1	_2	2	5	2			5	20
6	Cayey								1	1	3	2					7
11	San German			<u></u>		i	1		1	_1		1	3		2		9
10	Mayaguez		1	• • • •		;			! !	2	13	16 4	3 3	4	5	5	48 14
12	District						i			2	13	20	6	4		12	62
	(San Sebastian				==	<u> </u>	_	1	=	1	<u> </u>	1	4			2	13
14	Lares					<u> </u>	1		• • • •				2	1	1		5
	•		_	····			1	<u></u>		1		1	= 6	3	1		18
19	Bayamon		<u></u>		==			'	••••	<u></u>	2	3	3	8	6		22
	Total	•••••	••••	2	••••	••••	3	1	3	7	22	32	20	15	14	19	138
			тот	AL	MAI	LES	IN .	ALL	GR.	ADE	s.						
1	San Juan			2		2	2	2	10	12	9	14	8	6	9	28	104
2	Carolina					1	3	1	6 13	7	6	7 7	9	6	4 4	43 21	93 72
-	District					1	3	2	19	13	13	14	15	13	8	64	165
3	Fajardo		1	2	1	$\frac{3}{2}$	5 6	1 4	1 7	2 1		4 6	1 1	1 1	<u>-</u>	5	27 32
υ	) Bi-4		1	2	1	5	11	5	8	3	2		2	2	2	5	59
i	la la									):		==	_				

Table 25.—Ages of pupils in night schools, March 2, 1906—Continued.

Total Males in all grades—Continued.

	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
4	(Humacao				2 1	1	$\frac{3}{2}$	3 2	12 4 2	6 6 3	13 4 2	7 7 2	4 4	2 3 5	3 3 5	3 20 6	59 56 29
	District				3	1	5	5	18	15	19	16	12	10	11	29	144
5	Caguas San Lorenzo Aguas Buenas					1 2	6 1	2 3	9 7 6	3 	11 2 2	8 4 1	5 7 3	9 4 1	6 2 1	15 5 1	67 43 21
	District					3	7	5	22	7	15	13	15	14	9	21	131
6	GuayamaCayey							1	7	2	6	5 3	5	4 2	6 3	12 5	34 34
	District		<u></u>					1	8	2	10	8	7	6	9	17	68
7	Aibonito						2		2	2 2	7	2	4	2	6	4	14 25
	District					<u> </u>	2		4	4	7	2	4	4	8	4	39
8	Coamo Juana Diaz Santa Isabel					1	2 4 5	1	11 2	10 3	1 11 1	13 6	7	1 1 2	5 7	27 40	10 91 67
	District					1	11	3	13	13	13	19	8	4	12	71	168
9	Ponce							1		1	10	12	19	50	29	34	156
10	Yauco Sabana Grande			1	1 4	1	10	9	11 10	17 2	16 1	23 1	8	11	12	44	162 32
	District			1	5	5	14	13	21	19	17	24	-8	11	12	44	194
11.	(San German Lajas Cabo Rojo			1 2	3	4 2	2 3 7	2 2 4	18 16 6	7 6 5	6 3 14	. 5 6 7	5 4 8	1 4	13	4 40	67 48 95
	District			3	3	6	12	8	40	18	23	18	17	5	13	44	210
12	Mayaguez Añaseo Maricao						1 4	3	5 8	67	21 16 3	23 11 6	12 4 6	8 3	5 5	10 8 10	91 69 25
	District						5	3	13	13	40	40	22	11	10	28	185
13	(Aguadilla					2	1 4	3	5 2	3	10 1	9	4 3	5 1	8 3	22 3	68 28
	District			<u></u>		2	5	3	7	7	11	12	7	6	11	25	96
14	San Sebastian   Lares   Las Marias   Las Ma	• • • • • • • • • • • • • • • • • • • •		i 1	4 2 	3 2	5 9 2	6 4 2	13 8 10	8 5 2	18 8 5	10 3 5	7 4 6	4 1 4	5 13 4	13 4 12	96 64 52
	District			1	6	5	16	12	31	15	31	18	17	9	22	29	212
15	Utuado					·			1				2	2	4	21	30
16	Arecibo								4	5 1	8	7	9	5	17 6	75 6	132 21
	District			<u></u>				2	4	6	9	8	13	7	23	81	153
17	Manati		····					· ·	6 4	6 1	8	15 4			6 3	13 5	63 23
	District		==	=				3	10	7	14	19	3	_1	9	18	=====
19	Bayamon		 	<u> </u>	1		<u>]</u>	3 ===	3	3	15	20	20	28	28	====	138
	Total	•••••	1	9	19	31	96	71	232	158	258	267	199	189	229	579	2, 338

Table 25.—Ages of pupils in night schools, March 2, 1906—Continued. FEMALES—FIRST GRADE.

	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan							ļ	3	5		4		4	2	2	20
2	Carolina						1				<u> </u>				5		6
3	Fajardo						3	1	1	1	2		i	1		1	5
	District						3	1	1	1	2		1	1		1	11
4	Yabucoa				1		1	2	1	1	1	4		1		3	15
5	CaguasSan Lorenzo					3	1		7 3	1	$\frac{1}{2}$	5 3	1	2	1	5	24 12
	District					3	2		10	1	3	8	1	2	1	5	36
6	Guayama								1			3		1		1	6
7	Aibonito										2	2	1		1	1	7
8	(Coamo. Juana Diaz {Santa Isabel		2		1	3	1 4	6 2	 4 1	$\frac{1}{2}$	 2 1	3 <b>2</b>	 i	 1 1	3	2	7 25 17
	District		2		1	3	5	8	5	5	3	5	1	2	3	6	49
9	Ponce										3	7	18	14	14	9	65
10	Yauco Sabana Grande			1	 4	4	3	1 5	6 4	 4 2		 3	2	1	1		25 23
	District			1	4	5	7	6	10	6	2	3	2	1	1		48
13	(Aguadilla Aguada								4	3	1	 2 1				4	10 5
	District								4	3	1	3				4	15
14	San Sebastian Lares			 1	3	2	$\frac{2}{2}$	4 3		$\begin{bmatrix} 2 \\ 1 \end{bmatrix}$	3 5	6		1	1 1		19 33
	District			1	3	2	4	7	10	3	8	8	2	2	2		52
15	Utuado												2		1	2	5
16	Arecibo								5	4	7	5	6	2	2	11	42
19	Bayamon							1		1							2
	Total		2		9	13	23	25	50	30	32	52	34	30	32	45	379

## FEMALES-SECOND GRADE.

1	San Juan	 	 <u></u>			<u></u>	1	1_1_	3	2		2	1	3	13
2	Carolina	 	 					• • • • •			2		3		5
5	CaguasSan Lorenzo	 	 				3	1		1		2 1			7 2
	District	 	 				3	1		2		3			9
6	Guayama	 	 					<u> </u>						1	1
8	Juana Diaz	 	 	1		1	1	2	2			1			8
9	Ponce	 	 								3	2	2		7
12	Maricao	 	 								3	${2}$	2	1	8
14	San Sebastian					$\frac{1}{2}$		1 1	1	3	1		${2}$		11 6
	District	 	 			3	2	2	1	3	1	2	3		17
15	Utuado	 	 	<u> </u>	<u> </u>				<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u></u>	1	1

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Table 25.—Ages of pupils in night schools, March 2, 1906—Continued.

FEMALES—SECOND GRADE—Continued.

		FI	EMA	LES	–se	CON	D G	RAI	)E—	Cont	inue	ed.					
	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
16	Arecibo								. 1	1	2	3	7	2	2	11	29
19	Bayamon						1	1	1			. 1	1		1		6
	Total					. 1	1	5	9	7	8	11	17	14	14	17	104
				FEN	ÍAL	ES—'	THI	RD (	GRA	DE.							
1	San Juan		ļ	<u> </u>	1	<u></u>		ļ		<u></u>	1	1	<u></u>	2			5
12	Marieao									<u> </u>	••••	1					1
1.4	San Sebastian		<u> </u>	<u> </u>	<u></u>	<u></u>		1	2	<u> </u>		2		1	1		7
16	Arecibo			<u> </u>	<u> </u>							1		2	1	3	7
19	Bayamon		<u> </u>	<u> </u>				1	ļ	3		• • • •	<u>'</u>	<u></u>	1		5
	Total	ļ			1	ļ		2	2	3	1	5	····	5	3	3	25
			гот.	AL I	FEM	ALE	S IN	AL	L G	RAL	ES.						
1	San Juan			<u></u>	1	<u> </u>	<u></u>	<u></u>	4	6	4	7	<u></u>	8	3	5	38
2	Carolina						1						2		8		11
3	Fajardo Naguabo						3	1	1	1	2		1	1		1	5 6
	District						3	1	1	1	2		1	1		1	11
4	Yabucoa				1		1	2	1	1	1	4		1		3	15
5	CaguasSan Lorenzo					3	1 1		10 3	2	1 2	6 4	1	4	1	5	31 14
	District					3	2	•	13	2	3	10	1	5	1	5	45
6	Guayama								1			3	ļ	1		2	7
7	Aibonito					<u> </u>		<u> </u>			2	2	1	<u> </u>	1	.1	7
8	Coamo. Juana Diaz Santa Isabel		······		1	4	1 4	$\frac{7}{2}$	5 1	1 4 2	 4 1	$\frac{3}{2}$	 1	 2 1		2 4	7 33 17
.,	District		2		1	4	5	9	6	7	$\frac{1}{5}$	5	1	3	3	6	57
9	Ponce			<u> </u>		_	_	_	_	<u> </u>		7	21	16	16	9	72
	(Yauco			1		4	3	1	6	4	=		2	1	1		= <del>===</del> 25
10	Sabana Grande   District			1	4	5	-4 -7	5 6	10	$\frac{2}{6}$		3	$\frac{\cdots}{2}$	1	1		
12	Maricao			-	<u> </u>	_	-	-	_	-		$\frac{3}{1}$	3	!—	==		9
12	(Aguadilla			 		=	<u>:::</u>		4	3		$\frac{1}{2}$	=	$\frac{2}{-}$	-	1	10
13	Aguada											1				4	5
1	District			<u></u>	<u> </u>	<u></u>		<u></u>	4	3	_1	3		<u></u>		4	15
14	San Sebastian Lares			 1	3		$\frac{2}{2}$	6 5	6 8	3 2	4 5	7 6	$\frac{1}{2}$	4	4 2		37 39
	District		<u></u>	1	3	2	4	11	14	5	9	13	3	5	6		76
<b>1</b> 5	Utuado												2		1	3	6
16	Arecibo								6	5	9	9	13	6	5	25	78
19	Bayamon		<u> </u>	<u></u>			1	3	1	4		1	1		2		13

Table 25.—Ages of pupils in night schools, March 2, 1906—Continued.

BOTH SEXES—FIRST GRADE.

	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan	<u></u>				1		2	8	12	4	11	6	8	10	15	77
2	Carolina					1	3	1	4 9	4 3	1 4	5 6	4 3	$\frac{1}{2}$	8 2	24 13	56 42
~	District					1	3	1	13	7	5	11	7	3	10	37	98
3	Fajardo  Naguabo		1	2	1	$\frac{3}{2}$	5 9	$\frac{2}{4}$	$\frac{2}{7}$	3 1	4	4 6	$\frac{1}{2}$	$\frac{2}{1}$	<u>-</u>	6	32 38
Ü	District		1	2	1	5	14	6	9	4	4	10	3	3	2	6	70
4	HumacaoYabucoa				$\begin{bmatrix} 2 \\ 2 \\ \cdots \end{bmatrix}$	1	3 3 	3 4 	12 5 2	6 7 3	13 5 2	$\begin{array}{c} 7 \\ 11 \\ 2 \end{array}$	4 4 4	2 4 5	3 3 5	3 23 6	59 71 29
	District			<u></u>	4	1	6	7	19	16	20	20	12	11	11	32	159
5	Caguas San Lorenzo Aguas Buenas					4 2	$\begin{array}{c} 1 \\ 6 \\ 1 \end{array}$	1 3	13 7 1	$\frac{4}{2}$	7 3 	10 5 	5 7 3	6 3 1	5 2 1	17 5 1	68 45 13
	District			·		6	8	4	21	6	10	15	15	10	8	23	126
6	Guayama Cayey							i	$\frac{2}{3}$			6	$\frac{2}{1}$	2	3	4 3	21 8
	District							1	5	<u> </u>	2	6	3	2	3	7	29
7	Aibonito								$\frac{2}{2}$	$\frac{2}{2}$	2 7	2 1	1	2 1	3	5	$\frac{21}{17}$
	District						2		4	4	9	3	2	3	6	5	38
8	Coamo		2		1	4	3 7 5	$\frac{2}{7}$	13 3	1 9 5	1 8 2	3 8 8	3 2	1 1 3	3 10	6 19 44	17 85 84
	District		2		1	4	15	11	16	15	11	19	5	5	13	69	186
9	Ponce							1		1	9	19	37	54	40	39	200
10	Sabana Grande				1 8	8 2	13 8	5 14	15 14	18 4	18 1	17 4		12	13 	44	173 55
	District			2	9	10	21	19	29	22	19	21	7	12	13	44	228
11	San German Lajas Cabo Rojo			1 2 	3	$\frac{4}{2}$	1 3 7	$\begin{array}{c c} 1\\2\\4\end{array}$	15 16 6	6 6 5	5 3 8	3 6 7	1 4 6	 2	4	4 32	44 48 77
	District			3	3	6	11	7	37	17	16	16	11	2	4	36	169
12	Mayaguez			<b>-</b> -			1 3	3	3 5	6 	5 13 1	3 9 1	5 3 1	2 2	2	3 6	24 52 3
	District						4	3	8	8	19	13	9	4	2	9	79
13	Aguadilla					2	1 4	3	9	7 3	11 1	11 4	4 3	5 1	4 3	13 7	65 33
	District					2	5	3	11	10	12	15	7	6	7	20	98
	San Sebastian Lares			2	4 5	3 4	7 10	8 7	17 14	7	13 10	8	3 4	1	5 7	8	84 78
14	Las Marias			<u></u>			2	2	10	2	5	5	6	4	4	12	52
7.	Utuada		==	=	9	7	19	17 —	41	15	28	21	13	6	16	20	214
15	Utuado	===	==		=	==	=	 	$\frac{1}{9}$	8	13	9	$\frac{4}{9}$	<u></u>	$\frac{2}{14}$	15 46	======================================
16	Camuy								<u></u>	1	1	1	4		5	4	16
i	l District		<u> </u>	<u></u>				2	9	9	14	10	13	5	19	50 	131

Table 25.—Ages of pupils in night schools, March 2, 1906—Continued.

BOTH SEXES—FIRST GRADE—Continued.

	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
17	Manati						2	3	4	6	7 6	10 4	2	1	3 3	9 5	47 23
17	District							3	8	7	13	14	2	1	6	14	70
19	Bayamon				1		1	3	2	4	10	15	11	18	13	16	94
	Total		3	9	28	43	111	90	241	157	205	239	167	153	185	457	2,088

## BOTH SEXES-SECOND GRADE.

1	San Juan	 			1	1		5	4	6	4		4	2	13	40
2	Carolina Rio Grande	 				1	1	2 4	3	5 3	2 1	7	5 5	4 2	19 8	48 30
	District	 				1	1	6	6	8	3	10	10	6	27	78
5	Caguas San Lorenzo Aguas Buenas	 				i	1	6 3 5	2 1	5 1 2	4 3 1	1	$\begin{bmatrix} 7 \\ 2 \\ \dots \end{bmatrix}$	2	3	30 12 8
	District	 				1	1	14	3	8	8	1	9	2	3	50
6	Guayama	 						3	1	3	2 1	4	$\frac{3}{2}$	3	10 2	20 19
Ü	District	 <u></u>			<u></u>	<u></u>		3	1	5	3	4	5	6	12	39
7	Comerio	 			<u> </u>						1	3	1	3		8
8	Juana Diaz				1	1	1	3	5	7	5	4	2	2	8	39
9	Ponce	 								4		3	12	5	4	28
10	Yauco	 					<u></u>	2	3		6	3		<u></u>		14
11	San German Cabo Rojo	 		::::				2		$\frac{1}{6}$	1	1 2	$\frac{1}{2}$	7	8	14 18
	District	 			<u></u>		1	2		7	1	3	3	7	8	32
12	Mayaguez Añasco Maricao	 				i		3	2 1 	3 3 2	4 2 1	4 1 5	2 1 2	3 2	2 2 4	19 17 16
	District	 				1		5	3	8	7	10	5	5	8	52
13	Aguadilla	 												4	9	13
14	San Sebastian Lares	 					$\frac{2}{2}$		3	7 3	6		4	3 7	3 4	29 20
	District	 		<u></u>			4	2	4	10	7	_1	4	10	7	49
15	Utuado	 											2	3	9	14
16	Arecibo	 						1	2	4	6	13	4 2	7	51 2	88 5
	District	 						1	2	4	6	13	6	8	53	93
17	Manati	 						2		1	5	1		3	4	16
19	Bayamon	 	<u></u>			1	2	2		3	3	7	2	10		30
	Total	 			2	6	ì0	47	31	71	59	63	65	76	165	595

Table 25.—Ages of pupils in night schools, March 2, 1906—Continued. Both sexes—third grade. $^a$ 

	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
1	San Juan			2	1		1		1	2	3	6	2	2	<u></u>	5	25
6	Cayey								1	1	3	2					7
11	San German						1		1	1		1	3		2		9
12	Mayaguez Maricao									2	13	16 5	3	4	5	5 7	48 15
ì	District									2	13	21	6	4	5	12	63
14	San Sebastian Lares						···i	2	2	1	2	3	4 2	3	1	2	20 5
	District						1	2	2	1	2	3	6	4	2	2	25
16	Arecibo											1		2	1	3	7
19	Bayamon							1		3	2	3	3	8	7		27
	Total			2	1		3	3	5	10	23	37	20	20	17	22	163

#### TOTAL, BOTH SEXES, IN ALL GRADES.

													199.			
San Juan			2	1	2	2	2	14	18	13	21	8	14	12	33	142
			• • • • • • • • • • • • • • • • • • • •		1	4	1	6	7 6	6 7	7 7	11 6	6	12 4	43 21	104 72
District					1	4	2	19	13	13	14	17	13	16	64	176
		1	2	1	$\frac{3}{2}$	5 9	2 4	7	3	4	4 6	1 2	$\frac{2}{1}$	2		32 38
District		1	2	1	5	14	6	9	4	4	10	3	3	2	6	70
Humacao Yabucoa Patillas				$\begin{bmatrix} 2\\2\\ \dots \end{bmatrix}$	1	3	3 4 	12 5 2	6 7 3	13 5 2	7 11 2	4 4 4	2 4 5	3 3 5	3 23 6	59 71 29
District				4	1	6	7	19	16	20	20	12	11	11	32	159
San Lorenzo	Í				4 2	1 7 1	2 3	19 10 6	6 3	12 4 2	14 8 1	6 7 3	13 5 1	7 2 1	20 5 1	98 57 21
District					6	9	5	35	9	18	23	16	19	10	26	176
							i	7	2	4 6	8 3	2 5	5 2	6 3	14 5	41 34
District							1	9	2	10	11	7	7	9	19	75
								$\frac{2}{2}$	2 2	7	2 2	1 4	$\frac{2}{2}$	3 6	5	21 25
District						_2		4	4	9	4	5	4	9	5	46
Coamo Juana Diaz Santa Isabel		2		i	5	3 8 5	2 8 2	16 3	1 14 5	1 15 2	3 13 8	 7 2	1 3 3	5 10	6 27 44	17 124 84
District		2		1	5	16	12	19	20	18	24	9	7	15	77	225
Ponce							1		1	13	19	40	66	45	43	228
Yauco Sabana Grande				1 8	8 2	13 8	5 14	17 14	21 4	18 1	23 4	10	12	13	44	185 55
District		<u></u>	2	9	10	21	19	31	25	19	27	10	12	13	44	242
	Carolina Rio Grande District Fajardo Naguabo District  Humacao Yabucoa Patillas District  Caguas San Lorenzo Aguas Buenas District  Guayama Cayey District  Aibonito Comerio District  Coamo Juana Diaz Santa Isabel District Ponce  Yauco Sabana Grande	Rio Grande  District  Fajardo Naguabo  District  Humacao Yabucoa Patillas  District  Caguas San Lorenzo Aguas Buenas  District  Guayama Cayey  District  Aibonito Comerio  District  Comerio Juana Diaz Santa Isabel  District  Ponce  Yauco	Carolina Rio Grande District  Fajardo District  I Humacao Yabucoa Patillas District  Caguas San Lorenzo Aguas Buenas District  Guayama Cayey District  Aibonito Comerio District  Coamo Juana Diaz Santa Isabel District  2 Ponce  Yauco Sabana Grande	Carolina	Carolina   Rio Grande   District   Distric	Carolina   Rio Grande   District   Distric	Carolina	Carolina	Carolina         1         4         1         6           Rio Grande         1         1         3         1         3           District         1         2         1         3         5         2         2         9         4         7           Maguabo         1         2         1         3         5         2         2         9         4         7         7         1         4         1         6         9         4         7         7         1         4         1         6         9         4         7         2         1         3         3         12         1         5         14         6         9         9         4         7         2         1         4         5         9         4         5         7         19         1         5         14         5         9         4         5         19         1	Carolina         1         4         1         6         7           Rio Grande           1         4         2         19         13         6           District           1         4         2         19         13         6         7         19         13         6         7         19         13         6         7         19         13         1         2         2         3         4         7         1         1         2         1         3         3         12         6         9         4         7         1         1         2         1         3         3         12         6         9         4         7         1         1         2         1         3         3         12         6         9         4         7         1         1         2         1         3         3         12         6         9         4         7         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1<	Carolina	Carolina	Carolina         1         4         1         6         7         6         7         11         12         1         2         1         3         3         1         2         1         4         1         4         1         0         2         1         1         4         1         4         1         0         2         1         3         3         1         2         6         13         7         4         4         1         6         9         4         4         10         3         4         4         1         1         1         1         1         1         1         1         1         1         1         1         1 <t< td=""><td>  Carolina</td><td>  Carolina</td><td>  Carolina</td></t<>	Carolina	Carolina	Carolina

 $<sup>\</sup>alpha$ Includes under Mayaguez as being in the fourth grade the following. 10 of 15 years, 1 of 16, 4 of 17, 3 of 18, 2 of over 18.

Table 25.—Ages of pupils in night schools, March 2, 1906—Continued.

Total, Both Sexes, in all grades—Continued.

_	Locality.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Over 18	Total.
11	San German Lajas Cabo Rojo			$\frac{1}{2}$	3	• 4 2	2 3 7	2 2 4	18 16 6	7 6 5	6 3 14	5 6 7	5 4 8	1 4	13	4 40	67 48 95
	District			3	3	6	12	8	40	18	23	18	17	5	13	44	210
12	(Mayaguez Añasco Maricao						1 4	3	5 8	6 7	21 16 3	23 11 7	12 4 9	8 3 2	5 5 2	10 8 11	91 69 34
	District						5	3	13	13	40	41	25	13	12	29	194
13	Aguadilla					2	1 4		9 2	7 3	11 1	11 4	4 3	5	8	22 7	78 33
	District					2	5	3	11	10	12	15	7	6	11	29	111
14	(San Sebastian Lares (Las Marias			2	4 5 	3 4 	$\begin{array}{c} 7 \\ 11 \\ 2 \end{array}$	12 9 2	19 16 10	11 7 2	22 13 5	17 9 5	8 6 6	8 2 4	9 15 4	13 4 12	133 103 52
	District			2	9	7	20	23	45	20	40	31	20	14	28	29	288
15	Utuado								1				4	2	5	24	36
16	Arecibo Camuy							2	10	10 1	17 1	16 1	22 4	11 2	22 6	100	210 21
	District							2	10	11	18	17	26	13 ,	28	106	231
17	Manati						2	3	6	6	8	15 4		1	6 3	13 5	63 23
	District						2	3	10	7	14	19	3	1	9	18	86
19	Bayamon				1		2	6	4	7	15	21	21	28	30	16	151
	Total		3	11	29	45	120	103	293	198	299	335	250	238	278	644	2,846

Table 26.—Years in night schools of all pupils, March 2, 1906.

	Locality.	1	2	3	4	5	6	7	8	9	10	Tota
	San Juan	60	63	13	4	2						1
	(Carolina	70 72	34									1
2	District	142	34									
	(Fajardo	32			===							
	Naguabo	25	13									
	District	57	13						·			
	(Humacao	59 71										
	Patillas	29										
	District	159	<u></u>		<u></u>		<u> </u>					
	CaguasSan Lorenzo	53 49	34 6	9 2	2							
	Aguas Buenas	21										
	District	123	40	11	2					<u> </u>	<u> </u>	
	GuayamaCayey	20 9	10 12	11 10	3							
	District	29	22	21	3							
	(Aibonito	20	1			===						
	Comerio	14	11									
	District	34	12							ļ		
	Coamo Juana Diaz	$^{8}_{91}$	9 27	5		····i						
	{Santa Isabel	82	2									
	District	181	38	5		1						
	Ponce	162	65		1							
	Yauco	123 21	54 33	9	1							
1	District	144	87	10	1							
	(San German	23	17	12	7	2		1	1	2		
-	Lajas {Cabo Rojo	37 95	11			<del>-</del> -	····-					
	District	155	28	12	7			1	1	2		
-	(Mayaguez	29	27	21	12	1	1				===	
	Añasco	39 3	$\frac{26}{12}$	4 11	7		1					
	District	71	65	36	19	1	2					
	(Aguadilla	63	10	4	1							
	Aguada	21		2								
-	District	84	20	6	1							
1	San Sebastian Lares	68 57	29 33	16 11	14 2	5	1					
	Las Marias	32	16	3		1						
	District	157		30	16	6	1		===			
	Utuado	23	10	3					······!			
	Arecibo	168 15	$^{31}_{6}$	8	3							:
	District	183	37	8								
	(Manati	41	15	7								===
-	Morovis	23										
	District	64	15 									
	Bayamon	82	14	14	21	9	11					1
ĺ	Total	1,910	641	176	78	21	16	1	1	2		2,8

Table 27.—Statistics of private schools.

Sebool dis- triet.	Locality.	Number of insti- tutions.	Number of schools.	Number of teachers.	Pupils enrolled Mar. 2, 1906.	Average attend- ance, week ending Mar. 2, 1906.
1	(San Juan Rio Piedras	11 1	42 2	61 2	1,049 56	852 53
	District	12	44	63	1, 105	905
	(Fajardo Naguabo Vieques	4 2	4 2	4 2	108 18	90.50 14
3	Culebra	} 1	1	1	9	8
	District	7	7	7	135	112. 50
4	Humacao Yabucoa	4 2	4 2	4 2	30 30	30 28
	District	6	6	6	60	58
5	(Caguas San Lorenzo Aguas Buenas	4 5 1	4 5 1	4 5 1	80 48 15	59 37.80 12
	District	10	10	10	143	108.80
6	Guayama Cayey	8 2	8 2	8 2	96 51	69 46
Ü	District	10	10	10	147	115
7	Comerio	1	1	1	17	15
8	Coamo	2 2	5 2	8 2	160 39	135 32
,,	District	4	7	10	199	167
9	Ponce	6	11	14	368	317
10	Yauco Sabana Grande	2 1	3 1	3	122 31	93 27
	District	3	4	4	153	120
11	San German	1	2	4	157	125
12 ;	Mayaguez	10 1	30 2	32 2	9 <b>5</b> 8 67	761 58. 40
	District	11	32	34	1,025	819. 40
13	Aguadilla	6	8	8	176	154
14	San Sebastian Lares	3 4	3 5	3 5	75 117	54 106. 80
	District	7	8	8	192	160. 80
15	Utuado	2	2	2	. 27	24.83
16	Arecibo	1	2	2	51	48
17	Manati	2	5	5	120	80
18	Toa Alta	1	1	1	12	12
19	Bayamon	3	7	13	229	167
	Total	93	167	202	4, 316	3,509.33

Table 28.—Number of buildings in use for schools during the school year.

	Locality.	Town.	Rural.	Agricul- tural.	Total.
	San Juan Rio Piedras	9	9 10		18 13
1	District	12	19		31
	(Carolina	3	12	1	16
2	Rio Grande	5	13 25	1	
	(Fajardo	7	8		15
0	Naguabo Viegues	i   1	5 6		6
3	Culebra	<u>'</u>			
	District	9	19		==== <u>9</u>
,	Humacao Yabucoa	$\begin{bmatrix} 2\\2\\2 \end{bmatrix}$	7 7 4		9
4	Patillas District District	6	18		
	(Caguas	5			16
5	San Lorenzo. Aguas Buenas	$\frac{2}{1}$	7 3		9
	District	8	21		29
	[Guayama	8	14		22 13
6	Cayey District	$\frac{3}{11}$	10		35
	(Aibonito.	$\frac{11}{2}$	5		
7	Comerio Barros	1 4	$\begin{array}{c} 6 \\ 12 \end{array}$	2	7 7 18
	District	7	23	2	32
	[Coamo	4	15		19
8	Juana Diaz	$\frac{2}{2}$	14 5		16 7
	District	8	34		42
9	Ponce	12	33	1	46
10	Yauco	4 2	11 7	1	15 10
10	District	6	· 18	1	25
	(San German	2 1	14	1	16 10
11	Lajas Cabo Rojo	2	10	i	13
	District	5	32	2	39
	Mayaguez Añasco	4 3	21 11	1	25 15
12	Maricao	1	5		6
	[ District		37	1	46 19
13	(Aguadilla Aguada Lisabela	$egin{array}{c} 3 \ 1 \ 2 \end{array}$	16 6 10		7 12
10	District	6	32		38
	(San Sebastian	2 3	12		14
14	Lares. {Las Marias.	3 1	11 9		14 10
	District	6	32		38
	(Utuado Adjuntas	5 2	13	1	19 11
15	District	7		1	30
		·			l====

Table 28.—Number of buildings in use for schools during the school year—Continued.

	Locality.	Town.	Rural.	Agricul- tural.	Total.
16	Arecibo Camuy	4 3			24 15
	District	7	32		39
17	(Manati Ciales Morovis	4 1 1	10 7 5		14 8 6
	District	6	22		28
18	Toa Alta. Vega Baja.	3 2	10 10	1	14 12
	District	5	20	1	26
19	Bayamon	8	25	1	34
	Total	142	488	11	641

 ${\bf Table~29.} {\bf \_School~board~finances} {\bf \_Receipts~and~expenditures.}$ 

School dis- trict.	Locality.	Cash on hand June 30, 1905.	Receipts by school board treasurers.	Retained by insular treasurer.	Aggregate resources.	Aggregate payments, including those by insular treasurer.	Cash balance June 30, 1906.
1	San Juan	<b>\$24.</b> 35	\$37, 834. 16		\$37,858.51	\$35, 185. 02	<b>\$2</b> , 673. 49
1	(Rio Piedras	187. 21	6, 396. 29	\$1,145.23	7,728.73	4,015.35	3,713.38
2	Carolina	40.34	3, 681. 03		3,721.37	3, 101. 30	620.07
_	Rio Grande	200.75 1,264.93	3, 756. 71 4, 388, 25		3, 957. 46 5, 653. 18	3,513.12 3,749.40	444.34
3	Fajardo   Naguabo	5. 29	2,766.66	100.14	2,872.09	2, 655, 53	1,903.78 216.56
·	Vieques	4, 912. 56	4, 876. 86	100.14	9, 789, 42	6, 195, 94	3,593.48
	Humacao	.13	4, 935, 93		4, 936, 06	4, 935, 62	3,555.40
4	Yabucoa	1. 23	3, 730. 01	1,057.14	4, 788, 38	4, 507, 00	281.38
_	Patillas	47.64	1,440.25		1,487,89	1,082,24	405.65
	Caguas	234.81	4, 923. 92		5, 158. 73	4, 478. 54	680.19
5	{San Lorenzo	387.45	3,074.35	64.68	3,526.48	3,516.66	9.82
	Aguas Buenas	4.85	1,294.08	103.01	1,401.94	1,401.94	
6	∫Guayama	4, 127. 57	8,669.15		12, 796. 72	11, 923. 32	873.40
	Cayey	11.18	3, 992. 56	63.02	4,066.76	4,045.45	21.31
7	Aibonito	5.55 11.59	1,710.16 1,383.57	156. 20	1,715.71	1,560.92	154.79
- 1	Comerio	82.74	2, 426, 41	130. 20	1,551.36 2,509.15	1,551.36 2,396.56	112.59
	Coamo.	16.09	12, 542, 93	65.00	12,624.02	4,585,36	8, 038, 66
8	Juana Diaz	1,360.07	7, 084, 83	1,600.03	10,044.93	9, 671, 18	373.75
·	Santa Isabel	1, 330. 37	2,671.31	724. 47	4,726.15	3,324.90	1,401,25
9	Ponce	3, 911, 56	21, 235, 86	85.87	25, 233, 29	23, 201, 04	2,032.25
10	(Yauco	6,675.66	6,054.04	. <b></b>	12,729.70	10, 215. 97	2,513.73
10	Sabana Grande	50.54	1,733.14	714.50	2,498.18	2,498.18	
	San German	20.16	5, 735. 79	460.00	6, 215. 95	4, 215. 32	2,000.63
11	{Lajas	1.22	2, 976. 58	545.05	3,522.85	2,851.97	670.88
	Cabo Rojo	170. 25	3, 112. 23		3, 282. 48	2,722.90	559.58
10	Mayaguez	905.06	9, 290. 11	270.50	10, 465. 67	10, 465. 67	
12	Añasco Maricao	$213.68 \\ 97.81$	4, 942. 78 2, 569. 43	1, 251. 67 540. 39	6, 408. 13 3, 207. 63	6, 394. 43 2, 377, 54	13.70
	Aguadilla	18.99	4, 849, 55	609.42	5, 477, 96	5, 469. 90	830.09 8.06
13	Aguada	180. 26	<b>2</b> , 769. 37	363, 33	3,312.96	2,794.82	518.14
10	Isabela	3, 25	1, 292, 80	393. 98	1,690.03	1,690.03	010.11
	San Sebastian	60.90	2,741.27	820.88	3, 623, 05	3, 596, 31	26, 74
14	Lares	506.28	8,811.20	19.31	9, 336, 79	3, 734, 81	5,601.98
	Las Marias	196.66	4,331.84	585.68	5, 114. 18	3,783.43	1,330.75
15	ſUtuado	<b>384.6</b> 2	5, 666. 00	73.97	6, 124. 59	5, 116. 42	1,008.17
10	\Adjuntas	76. 62	3,891.69	21.70	3, 990. 01	3,951.68	38.33
16	Arecibo	20.01	9, 882. 26	398. 21	10, 300. 48	10, 282. 59	17.89
	(Manuy	45.71	10, 294. 30	986. 26	11, 326. 27	11,301.34	24. 93
17	Manati	320.62	6, 918. 90	276.00 29.26	7,515.52	7, 268. 08	247.44
1,	{Ciales  Morovis	171. 28 86. 84	2,379.22 1,352.81	102, 87	2, 579. 76 1, 542. 52	2, 579. 65 1, 517. 91	$\begin{array}{c} .11 \\ 24.61 \end{array}$
	Toa Alta	466.58	3, 345, 89	102.87	3, 812. 47	3,812.01	. 46
18	Vega Baja	455.01	3,667.18	17.89	4,140.08	3, 268. 15	871. 93
19	Bayamon	276.03	7, 153. 43	898.89	8, 328. 35	8, 308. 84	19.51
	•		.,100.10	330.00	0,520.00		10.01
	Total	29, 5 <b>72</b> . 30	260, 577. 09	14, 544. 55	304,693.94	260, 815. 70	43, 878. 24

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 ${\bf Table~30.} {\bf --} School~board~finances -- Expenditures~classified.$ 

School dis- trict.	Locality.	Rent of school-houses.	House rent of teachers.	Salaries, em- ployees.	Contingent expenses.		Text- books and school sup- plies.	Extraor- dinary expendi- tures.	Total.
1	San Juan  Rio Piedras	\$12,466.83 573.00	\$8,508.37 1,224.00	\$6,467.32 686,78	\$320.20 26,62	\$2,774.06 233.05	\$206.60 13.87	\$4,441.64	\$35, 185. 02 2, 870, 12
	(Carolina	1, 159, 82	1, 224.00	329.34	44. 80	42, 46	28.55	112.80 245.33	3, 101. 30
2	Rio Grande	1,290.00	1, 429. 60	436.87	79.50	51.99	35.75	189. 41	3, 513, 12
	Fajardo	1,044.33	1,053.33	635. 98	93. 20	599.79	13.10	309.67	3, 749, 40
3	Naguabo	1,091.00	861.00	244.03	28.00	45.69	47.80	237.87	2,555.39
	Vieques	636.00	748.00	695.74	63. 29	156. 54	22.55	3,873.82	6, 195, 94
	Humacao	734.00	1,541.00	1, 166. 72	132. 95	171.85	45.69	1, 143, 41	4, 935. 62
4	{Yabucoa	784.49	1,544.09	513.77	56.62	190. 51	64.00	296.38	3, 449, 86
	Patillas	232.60	489.73	85. 17	34.14	108.68	14.51	117.41	1,082.24
- 1	Caguas	1, 150. 13	2,115.33	702.77	62.06	265.67	2.15	180. 43	4, 478. 54
5	San Lorenzo     Aguas Buenas	1, 117. 70 443. 50	1,745.22 591.00	318.36 104.47	45.65 $22.85$	39. 28 8. 71	39. 70 7. 75	146.07 120.65	3,451.98 1,298.93
ĺ	(Guayama	3, 261. 11	3,644.40	1,670.34	740. 26	532.25	84.50	1,990.46	11, 923, 32
6	Cayey	1, 275. 00	1,821.00	429.59	114.42	54.13	8.75	279.54	3, 982. 43
	(Aibonito	351,00	743.00	270. 59	22.00	8.00	3.95	162, 38	1,560.92
7	Comerio	329.00	782.33	97.81	53.54	35. 30	27.93	69. 25	1, 395, 16
	Barros	779.12	1, 361. 48	152, 41	20.52	4.50	20.80	57.73	2,396.56
	Coamo	1, 992. 60	1,644.00	421.59	51.63	56.30	17.00	337.24	4,520.36
8	{Juana Diaz	674.00	1,387.66	687.26	203.36	310.51	69.03	4, 739. 33	8,071.15
- 1	Santa Isabel		750.00	335.95	137.65	149.53	55.72	258.21	2,600.43
9	Ponce	6, 808. 98	7, 984. 05	3, 171. 76	277. 92	1,715.85	358.63	2,797.98	23, 115, 17
10	Yauco		2,006.41	1,087.27	649.74 39.67	585, 95 57, 25	36.05 13.78	4,736.55	10, 215, 97
	Sabana Grande. San German		$\begin{vmatrix} 258.00 \\ 1,955.00 \end{vmatrix}$	88.87 668.18	103.28	90.42	24. 95	1,058.11 346.49	1,783.68 3,755.32
11	Lajas	498.00	680.00	315, 24	142.44	99.04	22, 15	550.05	2,306.92
11	Cabo Rojo	783.00	1,142,19	431.23	63. 10	35, 24	9.65	258, 49	2,722.90
	Mayaguez	4,801.19	2,912.90	1,212.88	183.80	333, 73	91.70	658, 97	10, 195, 17
$-12^{-1}$	Añasco	1,976.04	1,890.08	423, 40	80.49	227, 62	36, 95	508, 18	5,142.76
	Maricao	451.00	474.51	251.70	91.53	238. 97	36, 95	292, 49	1,837.15
	(Aguadilla	1,258.32	2,721.08	565, 21	54.87	79.00		182.00	4,860.48
13	{Aguada	352.53	612.00	191.67	29.48	5.52	63.86	1,176.43	2,431.49
	[Isabela	479.00	578.00	124.47	51.75	30.67	6.04	26.12	1,296.05
111	San Sebastian Lares	478.00 840.00	1, 402.00 1, 068, 67	368.40 490.12	64.82 $236.76$	155.03 349.09	39. 40 46. 42	267. 78 684. 44	2,775.43 $3,715.50$
1.4	Las Marias	1, 297, 00	988.00	397. 85	79.30	117. 21	52.89	265, 50	3, 197, 75
:	∫Utuado	1,724.96	1,839.00	417.78	303.66	127.65	17.05	612.35	5,042.45
15	Adjuntas	1, 301. 00	1, 919. 66	374.04	127.17	53, 64	7.50	146. 97	3, 929, 98
10	Arecibo	2, 260.00	3, 896, 00	1,443.74	100.68	584.62	58.12	1,541.22	9, 884, 38
16	(Camuy	864.00	1,571.30	339.94	125.30	84.89	23, 02	7, 312. 63	10,315.08
	(Manati	1,883.42	1,506.28	797.59	296.09	290.46	32.71	2, 185, 53	6, 992. 08
17	{Ciales	1,071.46	1,012.00	126.16	171.37	37.20	1.10	131.10	2,550.39
	Morovis	528.00	585.00	167.42	37.16	25.76	14.80	56.90	1,415.04
18	Toa Alta	1,076.00	2, 146, 50	329. 91	38.70	28.00	46.62	146.28	3, 812, 01
	Vega Baja	804.00	1,170.30	426. 72 607. 67	121.67 258.19	457.84 117.33	30.60 $24.18$	239.13 513.27	3, 250, 26 7, 409, 95
19	Bayamon	2, 388. 15	3,501.16	007.07	200.19	117.33	24.18	313.27	7,409,90
	Total	68, 171, 65	81, 055, 63	31, 266, 08	6, 082, 20	11, 766, 78	1, 924, 82	46,003,99	246, 271, 15
į	20	11,2,2,00	1 -, 0	,	, 0		,	,	1 .,

Table 31.—School board finances—Outstanding floating debt classified.

School district.	Locality.	Rent of school-houses.	House rent of teachers.	Salaries, em- ployees.	Contingent expenses.	School furni- ture and equip- ment.	Text- books and school supplies.	Extraor- dinary expend- itures.	Total.
1 2 3 4 5 6 7 9 10 11 12 13 14 15 17	Rio Piedras Rio Grande Naguabo Humacao (San Lorenzo Aguas Buenas Cayey Comerio Barros Ponce Sabana Grande (San German Lajas Mayaguez Añasco Maricao Isabela Las Marias (Utuado Adjuntas (Ciales Morovis Toa Alta	\$16. 00  128. 00 65. 00 667. 00 446. 00 90. 00 3. 12 127. 15 234. 00  176. 00 489. 00 154. 00 110. 00 66. 00 128. 00		\$112.00 3.44 5.00 16.25 14.00 131.00 25.00 8.72 120.00	\$5.00 4.27 1.50 2.30 6.00 4.00	30 107.00 1114.15 1.50 8.00	9. 90 2. 90 2. 90 8. 40 12. 60 8. 75	35. 00 444. 68 49. 95 12, 25 31. 00 60. 78 57. 00 43. 36 4. 00 2. 50 2. 00 138. 00 4. 00	\$125.00 40.05 41.00 1,108.88 175.44 989.15 665.87 136.00 45.12 439.30 455.00 546.78 40.00 71.30 478.08 661.60 32.50 210.75 270.00 70.00 161.00
19	Bayamon		2, 969. 53	489. 41	30. 35 53. 42	187. 15 551. 10		944.32	1, 116. 42 9, 215. 27

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